

College of Arts and Sciences

Program of Study

Introduction

The College of Arts and Sciences at Cornell is a traditional liberal arts college. It is composed of those departments that teach and study the humanities, the basic sciences, mathematics, the social sciences, and the expressive arts. It is also a college within a university, and this wider community provides strength and diversity not available in an isolated undergraduate institution. Students may draw upon the knowledge and facilities of the other undergraduate colleges at Cornell to supplement their studies. Finally, the college is a graduate school and research center attracting faculty whose writing and research require first-rate academic facilities and whose participation in undergraduate teaching brings to their students the most current ideas in modern scholarship. It is this abundant variety that gives the college its distinctive character.

The richness of the curriculum is extraordinary; there is no course that all students must take, and there are several hundred from which they may choose. By choosing courses each semester, students design their own education. They strike a balance between developing known interests and exploring new subjects. They sharpen their verbal and quantitative skills. They also come to understand more thoroughly our common Western tradition and learn something about the non-Western world and its peoples. An education in the liberal arts means honing one's critical capacities, learning more about oneself in nature and culture, and gaining real experience of views of the world radically unlike one's own. All this is highly individual, and the college relies on each student and faculty adviser to select sensible, challenging, and appropriate courses.

Yet the faculty believes that each student's education should have certain common qualities. These include familiarity with several different ways of knowing that are reflected in the natural sciences, in the social sciences, and in those achievements of intellect and imagination that are the focus of the humanities and the expressive arts. In addition to these general areas of knowledge, students study foreign languages, acquire effective writing skills, and concentrate on one particular field to develop, as fully as possible, the powers of imaginative and critical thinking. To accomplish these objectives, the college has certain requirements for graduation.

Summary of Basic College Requirements for Graduation

- 1) **Freshman writing seminars:** Two.
- 2) **Foreign language:** Up to four courses to obtain qualification in two languages or proficiency in one.
- 3) **Distribution:** Four approved sequences of two full-semester courses.
- 4) **Major**
- 5) **Electives:** Four or five courses (or 15 credits) in courses not used to fulfill other requirements and not in the major field.
- 6) **Residence:** Eight full-time semesters, unless a student can successfully complete the other requirements in fewer than eight semesters, maintain a B average, and is allowed to accelerate graduation.
- 7) **Minimum number of courses:** Thirty-four courses. A 2-credit course counts as half a course.
- 8) **Credits:** A total of 120 credits, of which 100 must be taken in the College of Arts and Sciences.
- 9) **Physical education:** Completion of the university requirement. See p. 32.

Freshman Writing Seminars

See "John S. Knight Writing Program," p. 19.

Language Requirement

The faculty considers competence in a foreign language essential for an educated person. Studying another language helps students understand language itself, our fundamental intellectual tool, and opens another culture for exploration. The sooner the student acquires competence, the more useful it will be. Hence work toward the foreign language requirement should be undertaken in the freshman and sophomore years.

The following departments teach foreign languages or literature or both in the College of Arts and Sciences: African Studies and Research Center, Asian Studies, Classics, German Literature, Modern Languages and Linguistics, Near Eastern Studies, Romance Studies, and Russian Literature.

The language requirement may be satisfied in one of two ways:

- 1) by attaining *proficiency* in one language or
- 2) by attaining *qualification* in two languages.

Proficiency

Proficiency is attained by passing a 200-level course (or Chinese or Japanese 161) or by equivalent achievement, to be determined by examination; see below under "Advanced Standing Credit."

Qualification

Qualification may be attained in any of the following four ways.

- 1) Three years of high school study in any one language gives qualification in that language. Note, however, that this route to qualification does not guarantee entrance into a 200-level course. The student who wants to continue in this language must be placed by examination.
- 2) Passing the requisite course: 102, 123, or 134 in languages taught by the Department of Modern Languages and Linguistics; Chinese or Japanese 160; Japanese 141–142–241; Near Eastern Studies 102 or 122 in Hebrew, 112 in elementary classical Arabic, or 214 in Egyptian Arabic; Classics 103 or 104 in Greek; Classics 106 or 107 or 108 in Latin; Classics 112 in modern Greek; AS&RC 134 in Swahili.
- 3) A score of 560 or better on the College Placement Test (CPT).
- 4) Placement in a 200-level course by special examination (in cases where no CPT is available).

A student may submit a 560 CPT score at the end of a course numbered 122, thus attaining *qualification* without taking 123. This procedure is optional; the student with a score of 560 or better may want to take 123 in order to be better prepared for the 200-level courses.

Note: Completion of 131–132 language course sequences does not constitute qualification.

Speakers of languages other than English may be awarded credit for their bilingual ability. Their English achievement is measured by the Test of English as a Foreign Language (TOEFL), a requirement for matriculation. Their performance in one other language learned outside the academic environment is measured by examination, and evidence of abilities in reading and writing, as well as speaking, is required. A maximum of 6 advanced placement credits are granted to students who demonstrate *proficiency* equivalent to course work at the 200 level or above at Cornell. Students may not earn credit both for proficiency in their native language and for studying English as a second language at Cornell.

Language Course Placement and Credit

Students who have had two or more years of high school study in a language may not enroll in any course in that language without being placed by examination. Nor may transfer students register without examination, even though they may have been given credit for language work elsewhere.

The type of examination depends upon the language course and the level of achievement:

- 1) French, German, Italian, Russian, and Spanish courses: the standardized College Placement Test. Entering students who have not taken the CPT in high school and who want to continue their language study must take the CPT at Cornell during orientation week. Students may retake this examination at Cornell if they have studied the language a year or more since last taking the test. In order to do this, students register with the Academic and Career Counseling services, 203 Barnes Hall, and pay a fee of \$5.
- 2) Latin (all courses except 105 and 107): departmental examination.
- 3) Greek (all courses except 101, 104, and 111): departmental examination.
- 4) Arabic: departmental examination.
- 5) Hebrew: departmental examination.
- 6) Other languages: special examinations; see the professor in charge.
- 7) High achievement (students with a CPT score of 650 or better in French, German, Hebrew, Italian, Russian, and Spanish): the Cornell Advanced Standing Examination (CASE).

An entering or continuing student with high achievement scores should take the Cornell Advanced Standing Examination (CASE); even if the student does not want to do any further work in the language, the CASE may provide proficiency status for the language requirement, and it may provide up to 6 advanced standing credits. Students who do not have high achievement scores are eligible for the courses listed in the charts below, depending on their CPT scores. For other languages, or for special problems, students should see the professor in charge.

French CPT Reading Score	Language Courses	Literature Courses
Below 450	121	
450–559	123	
560–649	203	200 201 211
650 and above AP 4 or 5 in language	Apply for the Cornell Advanced Standing Examination (CASE)	

German CPT Reading Score	Language Courses	Literature Courses
Below 450	121	
450–559	123	
560–649	203	201
650 and above AP 4 or 5 in language	Apply for the Cornell Advanced Standing Examination (CASE)	

Italian CPT Reading Score	Language Courses	Literature Courses
Below 450	121	
450–559	123	
560–649	203	201
650 and above	Apply for the Cornell Advanced Standing Examination (CASE)	

Russian CPT Reading Score	Language Courses	Literature Courses
Below 450	101 121	
450–559	102 123	
560–649	203	201
650 and above	Apply for the Cornell Advanced Standing Examination (CASE)	

Spanish

CPT Reading Score	Language Courses	Literature Courses
Below 450	121	
450–559	123	
560–649	203 211	201
650 and above	Apply for the Cornell Advanced Standing Examination (CASE)	
AP 4 or 5 in language		

Arabic

Placement by departmental examination.

Hebrew

Placement by departmental examination.

Advanced Standing Credit

Advanced standing credit may be entered on a student's record as follows:

Credit may be granted for high school work for the equivalent of language courses numbered 203, 204. The amount of credit is based on performance on one or more of the following examinations:

- a) CPT Advanced Placement Examination.
French, Spanish, and German: A score of 4 or 5 yields 3 credits on the French, Spanish, or German language examinations and literature examinations.
Hebrew: Up to 6 credits may be granted, depending on the student's score on the departmental examination.
Latin: Students should consult the Department of Classics, 120A Goldwin Smith Hall. Students may be tentatively placed in a 300-level Latin course if they achieve a score of 4 or 5 on the CPT Advanced Placement Examination, but they must also take the department's own placement examination during orientation week. A student who is permitted to register in a 300-level course will be given 6 advanced standing credits.
Greek: For information concerning advanced placement, students should consult the chairman of the Department of Classics, 120A Goldwin Smith Hall.
- b) Cornell Advanced Standing Examination (CASE). To be eligible for this examination the student must have achieved a score of 650 on the CPT. For details on registration, see "Language Course Placement and Credit," above. The maximum amount of credit is 6 credits.
- c) Special examinations are given for languages where no CPT exists.

Distribution Requirement

The purposes of the distribution requirement are to acquaint students with a broad range of subject matter in the liberal arts and to provide them with the opportunity to explore new areas.

Accomplishing these purposes is part of the task of freshmen and sophomores. Although completion of the requirements may be spread over the eight semesters, successful introductory course work can be followed up with advanced courses only if undertaken early. For purposes of distribution, subjects are divided into four groups. Each of the first three groups has two subdivisions.

Group 1

- a. Physical sciences
- b. Biological sciences

Group 2

- a. Social sciences
- b. History

Group 3

- a. Humanities
- b. Expressive arts

Group 4

- a. Mathematics and computer science
- b. One of the subdivisions not used in fulfillment of groups 1, 2, or 3.

In each of groups 1, 2, and 3, students must take a sequence of two courses (6 or more credits) approved by the department in one subject chosen from either subdivision. For group 4, students are strongly urged to take two courses in mathematics or one in mathematics and Computer Science 100. Those who choose not to satisfy the group 4 requirement with mathematics must choose two courses in one subject from an unused subdivision in group 1, 2, or 3. For example, a student who fulfills group 1 with biology, group 2 with psychology, and group 3 with theatre arts could then complete group 4 with a sequence of two courses from the list below in the physical sciences, history, or the humanities.

Courses fulfilling the distribution requirement must be taken in the College of Arts and Sciences and may be taken for S-U grades. Students may petition to take Architecture 181–182, History of Architecture I and II, in the Department of Architecture of the College of Architecture, Art, and Planning, to fulfill the requirement in expressive arts.

Advanced Placement Credit

AP credit is meant to place students into the appropriate level of study and to give them credit for their advanced standing. AP credit counts towards the 120 credits and thirty-four course units required for graduation. The use of AP credit to satisfy distribution requirements is different for each group.

Science. Beginning with the class of 1990, AP credit may be used to fulfill *half* the distribution requirement in science. Students who place out of two semesters of introductory science may satisfy the distribution requirement with one semester of advanced work in that science or with an introductory sequence of two semesters in another science.

Social sciences or history. AP credit may not be used to satisfy this requirement.

Humanities or expressive arts. The English department will grant 3 credits automatically to students who score 4 or 5 on the AP examination. These students, as well as those who score 700 or better on the College Placement Test in literature or composition, are eligible to enroll, space permitting, in the following English major prerequisite courses, which also count as freshman writing seminars: English 270, 271, 272, 276. For other departments in this group, AP credit may not be used to satisfy the requirement.

Mathematics: AP credit may be used to fulfill the requirement in mathematics.

Here is a complete list of the courses that fulfill distribution requirements.

Group 1: Physical or Biological Sciences**a. Physical Sciences**

Astronomy: 101 or 111, plus 102 or 112; or Astronomy 102 or 112, plus Astronomy 332.
Astronomy 103–104, identical to Astronomy 101–102 except for the omission of the laboratories, cannot be used to satisfy the distribution requirement.
Chemistry: 103, 207, 211, or 215 followed by 104, 208, or 216.
Geological Sciences: 101 or 103, plus 102, 104, or 202.

Physics: Any two sequential courses such as 101–102, 207–208 or 112–213, or any combination of the first term of one sequence and the second term of another. The requirement is also met by any two general education courses from the group 201–206 or by a combination of 101, 112, or 207 with 204, 205, or 206.

b. Biological Sciences

A two-semester introductory biology sequence selected from Biological Sciences 109–110, or 105–106, or 101–103 plus 102–104. Advanced placement in biology with a score of 4 or 5 (6 or 8 credits, respectively) satisfies half the distribution

requirement in the biological sciences. Biological Sciences 100, offered during the six-week Cornell Summer Session for 7 credits, satisfies the distribution requirement.

Group 2: Social Sciences or History**a. Social Sciences**

Africana Studies: Any two of 171, 172, 190, 208, 231, 290, 301, 302, 344, 345, 346, 351, 352, 400, 410, 420, 460, 484, 485, 495, 550, 551, 571.

Anthropology: Any two courses (for 3 or 4 credits) in the Department of Anthropology, or Archaeology 100 and any 3- or 4-credit anthropology course.

Archaeology: Archaeology 100 and any one of the following: Archaeology 201, 203, 308, 309, 317, 358, 361, 402, 404, 496, or Anthropology 203, 216, 250, 352, 354, 355, 356, 358, 359, 361, 402, 404, 435, 456, 493, 494, 496, 656, 663, 664, 666, 667.

Asian Studies: Any two courses in Asian anthropology, economics, government, linguistics, or sociology given by the Department of Asian Studies or listed there under the areas of China, Japan, South Asia, and Southeast Asia, excluding only Freshman Writing Seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area. Alternative sequences will, under special circumstances, be considered but require the permission of the director of undergraduate studies.

Economics: 101–102 or a combination of one of these courses and any course for which it is a prerequisite if the course is taught by a member of the Department of Economics.

Government: Any two of 111, 131, 161, 181; or any one of these courses followed by a 300-level course in the same area.

Linguistics: 101 and (1) any other course in linguistics or (2) any other course offered by the Department of Modern Languages and Linguistics for which this introductory linguistics course is a prerequisite.

Near Eastern Studies: Any two NES archaeology courses at the 200 or 300 level that form a reasonable sequence or combination. NES 197 plus an NES archaeology course will also satisfy the social sciences requirement.

Psychology: Any two courses in psychology with the exception of Psychology 123, 307, 322, 324, 326, 350, 361, 396, 422, 425, 429, 471, 472, 473, 475, 476, 479, 491, 492.

Sociology: Any two of 101, 103, and 105, or one of these introductory courses followed by any course at the 200 level or above in sociology.

Women's Studies: (a) Any two of 208, 218, 238, 244, 277, 297, 305, 321, 353, 363, 366, 406, 408, 425, 428, 450, 468, 480; or (b) any one of 210, 365, 454, plus one course from list a. (Appropriate courses in women's studies taken previously may be approved by the program.)

City and Regional Planning: 100 and 101.

b. History

Africana Studies: Any two of 203, 204, 231, 283, 344, 350, 360, 361, 370, 381, 405, 460, 475, 483, 490, 510.

Asian Studies: Any two courses in Asian history given by the Department of History and listed under the Department of Asian Studies under the areas of China, Japan, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area. Alternative sequences will, under special circumstances, be considered but require the permission of the director of undergraduate studies.

History: Any two courses in the Department of History.

Near Eastern Studies: Any two NES history courses at the 200 or 300 level that form a reasonable sequence or combination. NES 197 plus an NES history course will also satisfy the history requirement.

Women's Studies: Any two of 227, 238, 273, 357, 426. (Appropriate courses taken previously may be approved by the program.)

Group 3: Humanities or Expressive Arts**a. Humanities**

Africana Studies: Any two of 219, 422, 425, 431, 432, 455.

Archaeology: Archaeology 100 and any of the following: Archaeology 221, 233, 275, 308, 310, 356, 358, 360, 362, 402, 403, 413, 423; Classics 219, 220, 221, 232, 233, 250, 309, 319, 320, 321, 322, 323, 325, 326, 327, 329, 330, 350, 356, 358, 360, 423, 431, 432, 450, 629, 630; Near Eastern Studies 243, 261, 263, 264, 267, 361, 362, 364, 365, 366, 367, 461, 601; English 401, 413, 601, 603.

Asian Studies: Any two courses in Asian art, literature, or religion given by the Department of Asian Studies or listed there under the areas of China, Japan, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area. Any two of Asian Studies 211, 212, 215, 218, and 220 may satisfy this requirement. Alternative sequences will, under special circumstances, be considered but require the permission of the director of undergraduate studies.

Classics: (a) any two courses in Greek beginning with 201 or in Latin beginning with 205 that form a reasonable sequence, or (b) any two of the following: Classics 206, 211, 212, 217, 218, 219, 220, 221, 222, 224, 225, 232, 233, 235, 236, 237, 238, 239, 245, 250, 300, 309, 319, 320, 321, 322, 323, 326, 327, 329, 330, 331, 333, 336, 337, 339, 340, 350, 356, 363, 366, 368, 380, 382, 423, 434, 610, 629, 630.

Comparative Literature: Any two comparative literature courses at the 200 level or above; 400-level courses with permission of the instructor or the director of undergraduate studies.

English: Any two courses in English at the 200 level or above. If students have used English courses to satisfy the expressive arts requirement, they should not take courses numbered in the 80s (e.g., 281, 382) to satisfy the humanities requirement.

French Literature: Any two courses from 200, 201, 202, 222, or 300-level literature courses.

German Literature: Any two courses at the 200 level or above.

Italian Literature: Any two of 201–202 or any 300-level literature courses.

Near Eastern Studies: Any two NES civilization or literature courses at the 200 or 300 level that form a reasonable sequence or combination, including Hebrew 201–202. NES 197 plus an NES literature course will also satisfy the humanities requirement.

Philosophy: Any two courses with the following exceptions: (1) Philosophy 100, if used to satisfy the freshman writing seminar requirement; (2) a combination of two courses in logic, such as 131, 231, 331, 431, 432, 436.

Russian Literature: Any two courses at the 200 level or above except 329, 330.

Spanish Literature: Two of 201, 315, 316, 317, or any other 300-level literature courses.

Women's Studies: (a) Any two of 248, 251, 348, 349, 363, 365, 366, 390, 402, 404, 445, 456, 460, 476; or (b) any one of 210, 365, 493, plus one course from list a. (Appropriate courses in women's studies taken previously may be approved by the program.)

b. Expressive Arts

Africana Studies: Any two of 285, 303, 425, 465.

Archaeology: Archaeology 100 and any one of the following: Archaeology 423; History of Art 220, 221, 320, 321, 322, 323, 325, 326, 327, 328, 329, 330, 401, 402, 423, 427, 434.

English: Any two of the courses at the 200 level or above that are numbered in the 80s (e.g., 281, 382).

History of Art: Any two courses at the 200 level or above, or Archaeology 100 and one of the History of Art courses listed under Archaeology.

Music: 6 credits in music, except freshman writing seminars. A maximum of 4 credits in Music 321–322 and a maximum of 3 credits in Music 331

through 338 and 441 through 450 may be used to satisfy this requirement.

Theatre Arts: Any two of the 3- or 4-credit courses at the 200 level or above.

Group 4: Mathematics or an Unused Subdivision**a. Mathematics and Computer Science**

Any 6 credits in mathematics except 104 and not including more than one course from 105, 107, 403. Computer Science 100, 211 or 212 may be used for three of these credits. The mathematics distribution requirement is also satisfied by a score of 3 or higher on the CEEB calculus BC examination. Mathematics 109 and Education 005 and 115 (College of Agriculture and Life Sciences) do not count toward satisfying the requirement.

b. An Unused Subdivision

A sequence of courses in any one of the subdivisions in groups 1–3 that has not been used to fill that group's requirement.

The Major

In their last two years, students devote roughly one-half their time to acquiring depth and competence in a major subject. The choice of major is not intended to define a student's education or to lead to a lifetime's occupation, although it may do so. By majoring, students do advanced work and focus the full extent of their imaginative and intellectual capacities on something they care about, and they sharpen their minds in the process.

Students must be accepted by departments as majors before registering for courses for the junior year. Most departments and programs specify certain prerequisites for admission to the major; students should consult the departmental listings on the following pages. A department may refuse to accept into the major any student whose performance does not meet departmental standards. To seek admission into a major, students take a copy of their transcript to an appointment with the director of undergraduate studies in their prospective major department.

Available majors. Majors are offered by each of the departments except the Department of Astronomy. There are also majors in Africana studies, American studies, archaeology, biology and society, dance, German area studies, Russian and Soviet studies, and social relations.

Some students want to pursue an interest that cannot be met within an established major. They may plan, with the help of their faculty adviser, an independent major that includes courses from several departments. See "Independent Major Program," below, under "Special Academic Options."

Students are responsible for completing their majors according to the regulations of their departments. Courses that fulfill major requirements may not be taken for S-U grades.

Electives

Of the thirty-four courses and 120 credits required for graduation, almost one-third are free electives. How students use these electives frequently makes the difference between an ordinary and a truly interesting curriculum. Students must complete four or five courses or at least 15 credits in courses that are offered outside the major field and are not used to fill another requirement. Students may group electives to form a concentration within one discipline or to cover a topic across several disciplines. Some choose to explore a variety of subjects. Electives taken in other divisions of the university may be used to gain practical training or specialized knowledge. Some students develop a concentration in one particular department or subject outside arts and sciences.

Residence

Earning a Bachelor of Arts degree from the College of Arts and Sciences normally takes eight semesters of full-time study. Even if the minimum requirements can be met in fewer semesters, the college expects that students will remain eight semesters to take full

advantage of the resources of the university to obtain a full liberal arts education. A full semester in an approved program of study abroad, a fieldwork program, the SEA Semester, or Cornell-in-Washington, which the college encourages, is considered a semester of residence at Cornell.

Students occasionally enter with advanced placement credit from other institutions (this does not include advanced placement credit from the CPT program, for which regular Cornell credit is granted), take leaves and complete courses at other institutions, or take summer courses at other institutions. The college will accept up to 20 credits from other institutions as part of the out-of-college electives if the appropriate departments at Cornell approve. (This excepts, of course, approved study abroad and in absentia programs, for which up to 30 credits will be accepted, and credits earned by transfer students at their first university.) However, credits earned at other institutions do not replace any of the eight semesters of residence and may not normally be substituted for the final two semesters in particular. Nor may students leave the college after three or three and a half years and complete their degrees with credits accumulated at other institutions or through the Cornell extramural division and summer session. Students are not allowed to be part-time students during their eight regular semesters unless they meet the criteria described in the section "Part-Time Study and Pro Rata Tuition" or present convincing academic or medical reasons for part-time study. Semesters as part-time students in the extramural division do not count as semesters of residence.

Ninth term. Students may spend a ninth term in residence. They should discuss their program with the assistant dean for seniors and must notify the college in writing of their intention. Students receiving financial aid should discuss funding with an adviser in the Office of Financial Aid.

Acceleration. Less than 10 percent of the students in the college graduate in fewer than eight semesters. They do this in several ways: (a) by bringing advanced placement credit that allows them to condense the first two years and begin upper-level work before the third year, (b) by completing courses elsewhere or in Cornell summer session, (c) by taking more than the average number of credits each semester. Students may not use credits earned while on required leave of absence to reduce their terms of residence. Students who plan to accelerate their graduation should be accepted into their majors early so that they can spend four full semesters in upper-level work and develop their course of study with their major adviser. Students planning to accelerate present petitions by the beginning of the junior year to the Office of Records and Scheduling, M46 Goldwin Smith Hall. Late petitions will be reviewed by the Committee on Academic Records and may not be approved. Accelerants must, of course, satisfy all the requirements for graduation. In addition, they must have at least a B average by the time they graduate.

Minimum Number of Courses and Credits

Students must complete at least thirty-four courses to graduate, that is, four or five courses a semester. A 3- or 4-credit course counts as one course; a 2-credit course counts as one-half course. Single-credit courses do not count as part of the thirty-four except in certain cases when they form a part of a series (certain offerings in biology and music, for instance) and two in the same series can be aggregated to count as one-half course. A 6-credit language course counts as 1½ courses, while the summer Falcon Programs in Asian languages count as 10 credits and 2½ courses each. Biology 364, for 6 credits, and most other 5- or 6-credit courses count as one course.

Students must also complete 120 credits, 100 of which must be from courses taken in the College of Arts and Sciences, to earn the Bachelor of Arts degree. Credits earned from advanced placement examinations, courses approved for study abroad, and courses taken in certain off-campus residential programs may be

counted towards the 100 credits required within the college and also toward the required thirty-four courses. Credits earned in other colleges at Cornell, or in any subject at United States institutions other than Cornell, do not count as part of the 100. The only exception is for courses (usually no more than three) that a department accepts from other colleges at Cornell as fulfilling major requirements.

Courses, Credit, and College Requirements

A course may not be used to fulfill more than one college requirement, with the following exceptions.

- 1) A course may be used to fulfill a distribution requirement, and also a major requirement, provided that the major adviser agrees.
- 2) A one-semester course in foreign literature that is acceptable for achieving proficiency in that language may also be used as a partial fulfillment of the distribution requirement in the humanities.
- 3) Students whose native language is not English who take English 211–212 may fulfill both the freshman writing seminar requirement and the appropriate distribution requirement by taking two freshman writing seminars offered in English, history, history of art, Classics, philosophy, Romance studies, Russian literature, German literature, or comparative literature.
- 4) Students who choose to double major may use the courses for one major as "related" hours in the other major if the subjects are indeed related and if the departments approve.

Courses used to fulfill college requirements (but not major requirements) may be taken for S-U grades.

Repeating courses. Students may repeat courses. If the instructor certifies that the course content has been changed, credit may be granted a second time. If the content has not changed, both grades will appear on the transcript and will be included in any average that is calculated, but credit will be counted toward the degree only once. Students who plan to repeat a course should submit a petition to the Office of Records and Scheduling, M46 Goldwin Smith Hall.

Attendance in classes is a matter between students and their instructors. If a student cannot attend classes because of illness or family crisis, the Academic Advising Center will notify instructors when requested to do so, but students must arrange for making up examinations or other work with their instructors. When students will be absent because of religious holidays, they must discuss arrangements for making up their work with their instructors. Students who must miss an examination should be sure to contact the professor in advance. Alternative arrangements are at the discretion of the instructor.

Transferring credit. The college evaluates credit received from either another school or college at Cornell University or another accredited institution of collegiate rank to determine the number of courses the student may apply toward the Bachelor of Arts degree. Tentative credit evaluations are normally provided to external transfers at the time of the notification of their admission. No more than 20 credits in courses not commonly given by the College of Arts and Sciences may be applied toward the degree.

Transfer students must successfully complete at least 60 credits and sixteen courses at Cornell; they must be in residence for four regular semesters. Summer session does not count toward the residence requirement. Advanced placement credit awarded by other colleges, either at Cornell or elsewhere, will be re-evaluated by the college and may not be accepted.

Advanced placement credit. See pp. 20–23.

Summer session credit. A student may earn credit toward the degree by completing courses in Cornell's summer session or by petitioning to take courses at other colleges. Students should consult their advisers regarding summer study plans.

Credit for summer courses not taken at Cornell must be approved in advance by the director of undergraduate studies in the appropriate Cornell department and the student's faculty adviser. The college Office of Records and Scheduling, M46 Goldwin Smith Hall, can supply forms and information. Credit earned in summer courses other than those at Cornell will not count toward the 100 credits required in the college except for programs abroad under the auspices of Cornell Abroad, for which from 4 to 8 credits may be earned and counted as in-college credit. Transcripts should be sent to the Office of Records and Scheduling, M46 Goldwin Smith Hall.

Entering students who want to receive credit toward the degree for courses completed in a summer session at Cornell or elsewhere should have transcripts sent to the Office of Records and Scheduling, M46 Goldwin Smith Hall, during the summer before matriculation.

Summer session at Cornell or elsewhere does not count toward the eight-semester residence requirement.

Noncredit courses. The college does not grant credit toward the degree for every course offered by the university. Courses in remedial or developmental reading (for instance, Human Ecology 100) and mathematics, and supplemental science courses offered by the Learning Skills Center, carry credits that are counted toward good standing in a given semester but not toward graduation. Physical education, typing, shorthand, and most military training courses are among those for which credit is not given. Faculty legislation strictly prohibits granting credit toward the degree for service as an undergraduate teaching assistant.

Auditing. The college encourages its students to take advantage of its rich curriculum by sitting in on courses that interest them but cannot be fitted into their schedules for credit. As long as the instructor agrees, students are welcome to visit courses. Small seminars and language courses are sometimes not open to casual visitors. Audited courses do not, of course, appear on the student's schedule or transcript.

Physical Education

See "University Requirements for Graduation," p. 32. The college does not count physical education credit toward the 120 credits required for graduation.

Special Academic Options

Degree Programs

The following programs allow students to work toward more than one degree or to alter the regular college requirements or departmental requirements for the major.

Independent Major Program

The Independent Major Program allows students to design their own interdisciplinary majors if they want to pursue an interest that cannot be met within an established major. Proposals for an independent major must be supported by a faculty adviser and are assessed by a board of faculty members. Board members consider whether the plan is equivalent in coherence, breadth, and depth to a departmental major, whether it is well suited to the student's academic preparation, and whether it provides a liberal education. Independent majors substitute for established majors, but students must still satisfy all the other requirements for the baccalaureate degree. Students should contact the director of the Independent Major Program, Academic Advising Center, 55 Goldwin Smith Hall, for further information. Deadlines for submitting independent major proposals are listed on the calendar supplement for the College of Arts and Sciences.

College Scholar Program

The College Scholar Program frees no more than forty students in each freshman class from the usual college requirements for a degree and allows them to design their own academic programs. It is meant to serve students whose interests and talents do not easily fit into the usual departmental majors, who demonstrate exceptional promise, and who show the maturity to plan and carry out, with the help of their adviser, a well-designed program of studies. College Scholars do not all design the same kind of program: some, for instance, pursue diverse interests, while others integrate a variety of courses with a common theme.

College Scholars must complete 120 credits of course work (100 in the college) and, unless they receive special permission from the program to accelerate, eight full terms of undergraduate study. They must complete the physical education requirement. All College Scholars must complete a senior project. They are not required to complete or fulfill the distribution requirements, although members of the College Scholar Advisory Board believe that the spirit of the requirement is a good one.

Each applicant to the College Scholar Program is asked to write an essay, which is due in May of the freshman year. Students should contact the Academic Advising Center, 55 Goldwin Smith Hall, for further information.

Double Majors

A student may complete a double major by fulfilling the major requirements in any two departments of the college. No special permission or procedure is required. Students need, however, to become accepted into both majors and be assigned an adviser in each department. Both majors will be posted on the official transcript.

Dual Degree Programs with Other Colleges

Especially ambitious and diligent students may earn both a Bachelor of Arts degree from the College of Arts and Sciences and (1) a Bachelor of Science degree from the College of Engineering or (2) a Bachelor of Fine Arts degree from the Department of Art in the College of Architecture, Art, and Planning or (3) a Bachelor of Science degree in urban and regional studies from the Department of City and Regional Planning in the College of Architecture, Art, and Planning or (4) a Bachelor of Science degree in architectural history from the College of Architecture, Art, and Planning. The dual degree program ordinarily takes five years to complete. Students enter one of these colleges as freshmen and begin the dual degree program with the second college in the second or, in some cases, the third year. For further information students should contact assistant dean Rosenberg, Academic Advising Center, 55 Goldwin Smith Hall.

Double Registration with Professional Schools

Double registration in the College of Arts and Sciences and with the Cornell Law School and Cornell Medical College is possible. A few exceptionally well prepared students who have earned 105 credits before the start of the senior year and have been accepted by one of the above-named professional schools may be permitted to register simultaneously in the college and in one or another of these professional schools during the seventh and eighth terms.

Students interested in the joint program with the Law School should see assistant dean Buettner, Academic Advising Center, 55 Goldwin Smith Hall.

Students registering in the college and in the Cornell Medical College receive the Bachelor of Arts degree after their first year of medical studies and the Doctor of Medicine degree after the remaining three years of medical college are completed. Interested students should contact Jane Crawford, health careers coordinator, 203 Barnes Hall.

Double-registered students must, of course, complete all requirements for the B.A. degree, including 100 credits in College of Arts and Sciences courses.

Special-Interest Options

The following options do not alter the college's requirements but enable students to pursue special interests within the usual program. Independent course work is involved in independent study and in the Undergraduate Research Program; premedical and prelaw counseling help students make appropriate use of the regular curriculum.

Independent Study

Independent study affords students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study. Consult the Office of Records and Scheduling, M46 Goldwin Smith Hall, for information. In one semester students may earn up to six credits with one instructor or up to eight credits with more than one instructor.

Undergraduate Research Program

The Undergraduate Research Program enables students to gain firsthand experience in scholarly research by participating in a faculty member's research project. Participation is recognized by course credit, since the program emphasizes what students will learn rather than what they will contribute to the project. However, students sometimes make contributions of a very high order and publish the results of their work.

Besides learning research methods that are appropriate to the discipline, students gain awareness of their own research interests and abilities, self-discipline, new insight into the subject matter, and the pleasure of working as scholar-apprentices with professors and other students who share a common interest.

Students interested in this program should see assistant dean Williams, Academic Advising Center, 55 Goldwin Smith Hall.

Language Study

More than forty languages are taught in the College of Arts and Sciences; some of them are available only at Cornell. A full range of language, literature, and cultural courses are available in most of the major ancient and modern languages through the joint efforts of the Department of Modern Languages and Linguistics and the departments that specialize in literary and cultural study: the Departments of Asian Studies, German Literature, Near Eastern Studies, Romance Studies, and Russian Literature. Semi-intensive courses afford students the option of accelerating the development of language skills.

FALCON Program (Full-Year Asian Language Concentration). FALCON allows students who are interested in the Far East to study Chinese, Japanese, or Indonesian exclusively for one year. They gain proficiency in the language and familiarity with the culture. Students who are interested in the Far East should be aware of the opportunities here to pursue rapid and thorough beginning studies on campus with the objective of studying abroad later—in China, Japan, or Southeast Asia.

Language House Program (136 Goldwin Smith Hall) Rhoda Possen, academic administrator

A complement to classroom cultural and linguistic instruction, the Language House Program combines residential and academic opportunities for developing and practicing conversational skills in French, Spanish, German, and Mandarin Chinese. It provides preparation for students who plan to study abroad and serves as a place for returning students to share their cultural experiences while further increasing their language skills.

Prelaw Study

Law schools neither require nor prefer any particular program of study; they do seek students with sound training in the liberal arts. It is important that students plan a program in which they are interested and do well. Beyond that, students are advised to take courses that will develop the powers of precise, analytical thinking and proficiency in writing and speaking.

The college offers a concentration in law and society. Students should work towards completion of this concentration because they are interested, not because they believe it will convince law schools of their interest.

The adviser for students in the College of Arts and Sciences who are applying to law school is assistant dean Buettner, Academic Advising Center, 55 Goldwin Smith Hall.

Premedical Study

The breadth and depth afforded by a liberal arts education are invaluable for people who plan medical careers, whether they intend to practice or go into medical research. Such training has a profound effect on the doctor's usefulness to patients, and it affords the flexibility of mind that is needed for major research undertakings. Medical and dental schools do not prescribe or even prefer a particular major; they do, however, require particular undergraduate courses. Students who are interested in medical careers are urged to visit the Health Careers Office, 203 Barnes Hall.

The adviser for students in the College of Arts and Sciences who are planning careers in medicine is assistant dean Turner, Academic Advising Center, 55 Goldwin Smith Hall.

Off-Campus Programs

Many students find it important to their majors or to their overall academic programs to study abroad for one or two semesters. When it makes academic sense, the college encourages its students to pursue such studies and grants credit toward the degree for work satisfactorily completed.

Study Abroad

In 1987–88, 163 students in the college studied abroad. Cornell has established affiliations with several universities and programs in Britain, Denmark, Egypt, Indonesia, Israel, and Sweden, as well as its own programs in France, Germany, Italy, Japan, Spain, and Switzerland. Students have studied in those countries and in others all over the world. Before planning a program for study abroad, students should consult assistant dean Rosenberg, in the Academic Advising Center, 55 Goldwin Smith Hall, who will help them find the program most appropriate to their academic goals.

A request to study abroad must have the support of the faculty adviser, and the college. A maximum of 30 credits for a year or 15 credits for a semester may be earned abroad. These credits may count as part of the 100 credits required within the College of Arts and Sciences. On returning, students must seek approval of the courses completed abroad from the appropriate departments. Normally, transfer students will not be allowed to study away from Cornell.

Students studying abroad must be in good academic standing the semester prior to departure. No more than two semesters abroad are allowed.

Summer Residential Programs in Archaeology

During the summer months students may participate in a Cornell-sponsored archaeological project. In recent years the program has organized archaeological projects in New York State, Central America, South America, and the Mediterranean region. Students should contact the Archaeology Program for information about the sites available this summer.

Marine Science

Shoals Marine Laboratory is a seasonal field station designed to introduce undergraduates to the marine sciences. The laboratory is located on Appledore Island, six miles off the Maine and New Hampshire coasts. Students should contact the Division of Biological Sciences for further information.

Cornell-in-Washington

The Cornell-in-Washington program enables a limited number of advanced students to study questions of public policy and to do supervised research during a term of residence in the capital. Students choose among several seminars. They become familiar with the various sources of information and develop research techniques. The program also offers a unique internship program. Students who want to serve an internship in a federal agency or congressional office take part in a public-policy seminar. They define and carry out individual research projects that explore the connections between abstract policy issues and the day-to-day activities of the office. Potential internships are arranged through, and approved by, the Cornell-in-Washington program. Students are admitted to the Cornell-in-Washington program by the Department of Government. For further information, see p. 15 or inquire at 134 McGraw Hall.

Fieldwork

Sometimes it is appropriate for students to include fieldwork as part of their major. A three-member faculty committee helps the student plan the project, arranges for ongoing supervision, and evaluates the project at the end of the term. Fieldwork almost always involves writing a long paper or several short ones, as well as practical experience. All proposals for fieldwork must be presented in advance to the Academic Records Committee for approval. A maximum of 15 credits in fieldwork may be earned. For further information students should contact assistant dean Unsworth, Academic Advising Center, 55 Goldwin Smith Hall.

Advising

The following advisers and offices provide information on college procedures and regulations, academic advising, or counseling.

Faculty Advisers

Faculty advisers help students design programs of study and advise students about ways to achieve their academic goals. Faculty members volunteer to act as advisers to new students in the college; advisers and advisees meet during orientation week to plan the student's program. Students are encouraged to see their advisers again early in the term, before it is too late to drop courses and before signing into courses for the following term, to discuss their academic program and to become better acquainted. Academic difficulties may frequently be solved or avoided if students and advisers recognize problems early.

Students who would like to petition for an exception to college rules should discuss the matter with their advisers.

Advisers may also help students with study or personal problems or direct them to other offices on campus where help is available.

Student Advisers

Each new student is also assigned a student adviser who can provide information about the college's requirements, courses, and instructors and about life at Cornell.

Major Advisers

After acceptance into a major program, students are assigned a major adviser, a faculty member in the major department, with whom they make many of their most important decisions at Cornell. The adviser eventually certifies the completion of the major. The major adviser should be consulted by the student about all academic plans, including study abroad, acceleration, and graduate study. The adviser's support is especially important if a student petitions for an exception to the requirements for the degree.

Academic Advising Center

The Academic Advising Center, 55 Goldwin Smith Hall, serves as a resource for faculty and student advisers and for students themselves and their parents. The assistant deans (one for each class, one for minority students, and two for special programs) are available there to help students define their academic and career goals and to help with special academic options such as study abroad, undergraduate research, fieldwork, and exceptions to college rules.

Registration and Course Scheduling

Registration with the University

All students must register with the university at the beginning of each semester. Students may register if they are academically eligible and have satisfied the payment of their tuition. Registration materials are available at a time and place announced each term by the Office of the University Registrar.

Enrollment in Courses in the College of Arts and Sciences

Students must enroll in courses through the Office of Records and Scheduling in the college, M46 Goldwin Smith Hall.

New Students

The Academic Advising Center conducts briefings during orientation week for incoming freshmen and transfer students about procedures for scheduling courses.

Continuing Students

Continuing students are expected to select and schedule courses in advance during the previous term. Students who fail to sign into courses during the designated period must wait until the beginning of the semester and may have difficulty securing places in the courses they desire. Students may schedule up to 18 credits during the advance scheduling period. Information and materials will be available in the Records and Scheduling Office, M46 Goldwin Smith Hall. Before signing into courses, students should make appointments with their faculty advisers to plan their programs. Advance course scheduling is the best time to discuss long-range goals with faculty advisers. Student advisers will also assist students. All students are welcome to discuss programs and plans with an assistant dean in the Academic Advising Center, 55 Goldwin Smith Hall. The Records and Scheduling Office issues a supplement to *Courses of Study* showing last-minute changes in courses; the supplements of other divisions of the university are also available for reference in the Office of Records and Scheduling. Continuing students receive their course schedules at university registration. In the fall they also receive a copy of their transcript and record of their progress toward the degree, which shows the courses taken, grades received, graduation requirements fulfilled, and academic actions. These are not official transcripts, but they reflect the official record and should be corrected in the Records and Scheduling Office if they are incorrect.

Limits on Courses and Credits

Students must take four or five courses (15 credits) each semester in order to graduate in eight terms. At a minimum, students must carry three or four courses (12 credits); if for compelling personal or academic reasons students need to carry fewer than 12 credits, they should consult their faculty adviser and the assistant dean of their class. Permission is by petition only. Completion of fewer than 12 credits without permission results in unsatisfactory academic standing. First-term freshmen may not register for more than 18 credits; other students may register for more than 18 credits a term only if their previous term's average was a B or higher. No more than 22 credits may be taken in a regular semester without permission of the Committee on Academic Records.

Any student who is not officially enrolled in a schedule of courses by the end of the third week of classes may be withdrawn from the college.

Forgery on Forms

Forging signatures or credentials on college forms is an academic offense; sometimes it constitutes academic fraud. In all cases of forgery on academic forms, the effect of the forged documents shall be negated. Students may then petition properly to do whatever they attempted to do improperly. Such incidents will be recorded in the Academic Integrity Hearing Board confidential file for forgeries. If a student forges more than once or if the forgery would advance the student's academic standing unfairly or fraudulently or if, for any other reason, the situation requires some other response in addition to the uniform penalty, the Academic Integrity Hearing Board might make a different recommendation, such as a notation on the student's transcript, suspension, or dismissal.

Special Registration Options

Adding and Dropping Courses

After advance course enrollment, students may not add or drop courses until the new term begins. All program changes must be approved by the course instructor (or by the person designated by the appropriate department) and by the faculty adviser. During the first three weeks of the semester, course changes may be made without fees. Add/drop forms are available in the Records and Scheduling Office, M46 Goldwin Smith Hall.

After the third week of classes courses may be added, and after the eighth week courses may be dropped, *only* by petition. Students who want to withdraw from a course after the eighth week of the term must meet with an assistant dean and submit a petition by the end of the twelfth week of the semester. Students may withdraw from courses between the ninth and twelfth week of the term if (1) the instructor certifies the student has worked hard to master the material and has completed assigned work and taken exams, (2) the instructor approves, and (3) no issue of academic integrity is at stake. The records of students whose course loads drop below 12 credits will be reviewed at the end of the semester.

Courses dropped after the eighth week will be noted on the transcript by a "W" where the grade would normally appear. No petitions to withdraw from courses may be submitted after the end of the twelfth week in the term. Deadlines for short courses will be adjusted according to the length of the courses. After the midpoint of a short course, students who wish to add or drop the course must petition to do so.

For each course change approved *after* the third week there is a \$10 fee.

Leaves of Absence

Taking time off from college to think about goals and progress, to gain additional experiences or funds, or just to take a break from studying is sometimes useful to students. Those in good standing who take a leave by the end of the eighth week of the semester are welcome to register in the college the following

semester. Five years is the maximum length of time a student may be on leave and return without special permission. Leaves of absence are of four types.

- 1) *Personal leaves* impose no conditions concerning the right to reenter the college except for the five-year limit. Readmission is automatic if a written request is made one month before the beginning of the term in which the student wishes to return.
- 2) *Medical leaves* are granted by the college only on recommendation by a physician from Gannett Health Center. Such leaves are granted for an unspecified length of time (up to five years) with the understanding that the student may return at the beginning of any term after the medical condition in question has been corrected. In some cases students must satisfy the Gannett Health Center that the condition has been corrected before they may return. The student's academic standing will also be subject to review at the time of the leave and on return.
- 3) *Conditional leaves* may be granted if the student is not in good standing or, in unusual circumstances, after the eighth week of the term. Normally students may not return from conditional leaves for at least two terms or until specific and individual conditions, such as completing outstanding work, have been met.
- 4) *Required leaves:* The Academic Records Committee may require a leave of absence if a student is in academic difficulty. See the section "Academic Actions."

Any student who wishes to take a leave of absence should consult an assistant dean in the Academic Advising Center. On readmission, the student's graduation date will be recalculated according to the number of terms completed, the number of acceptable credits earned toward the degree, and the requirements for graduation. *Students who take courses elsewhere while on leave, may petition to have credits accepted as part of the 20 out-of-college credits of the 120 credits needed for graduation. Approval depends on the judgment of the relevant departments and acceptable grades. Credits earned on leave do not count towards the eight semesters of residence unless a student petitions successfully to accelerate. See the section "Residence."*

Withdrawals

A withdrawal is a voluntary severance of connection with the university. If a student wants to withdraw after registering for the term, the withdrawal must be requested before the end of the eighth week of classes. A notation of "W" will appear on the transcript for any course dropped after the eighth week. On withdrawal it is assumed that the student will not want to reregister in the college. Students who seek readmission after withdrawing from the college write an appeal to the Committee on Academic Records. *If a student fails to register for a term and does not request a leave, the student will be withdrawn from the college for failure to register.*

Transferring within Cornell (Internal Transfer)

Internal transfer from one college or school at Cornell into another is attractive for many students whose intellectual interests change. Students who want to transfer should discuss their eligibility with a counselor at the new school or college.

In some cases students who want to transfer into the College of Arts and Sciences may transfer directly. In other cases they may be referred to the Division of Unclassified Students. During the term immediately preceding transfer into the College of Arts and Sciences, students should complete at least 12 credits of courses in the College of Arts and Sciences with superior grades and without any grades of *Incomplete*, any S-U grades (unless only S-U grades are offered for that particular course), or any grades below C. Satisfying this minimum requirement does not, however, guarantee admission. Admission to the college is based on consideration of the student's entire record at Cornell and the high school record, not just the work of one semester. Interested students should see assistant dean Unsworth, in the Academic Advising Center, 55 Goldwin Smith Hall.

Part-Time Study

The college ordinarily expects its students to be full-time students. Except in the case of Ithaca residents who are twenty-three years of age or older, part-time attendance is permitted only in unusual circumstances.

In certain circumstances seniors who are completing their final term in the college may be allowed to register in the Division of Extramural Study for fewer than 12 credits. Tuition is charged per credit. The guidelines for granting this permission are adhered to strictly.

Guidelines for part-time study:

- 1) A student who has completed all degree requirements by the end of the seventh term, and could have received permission to accelerate, may receive permission to study part-time during the eighth term.
- 2) A student who has completed all degree requirements in seven terms but is majoring in a department that requires candidates for honors to complete the thesis in the eighth term may be permitted to register for fewer than 12 credits.
- 3) A student who has received permission to accelerate, but who has been forced to drop a course (for reasons beyond his or her control) and has not been able to complete the course work on schedule, may be able to complete the requirements as a part-time student.
- 4) A student who is pursuing honors work and must complete extensive research away from the campus, which precludes registering for additional courses, may be allowed to register for fewer than 12 credits.

Academic Standing

Students are in good standing for the term if they successfully complete at least 12 credits by the end of the term and receive no more than one D and no F or U grades. If a student completes only three courses, all grades must be above D. In addition, students are expected to make satisfactory progress toward satisfying requirements for the degree. They are expected to earn grades of C (not C-) or better in at least 100 of the total credits for the degree.

Honors

Dean's List

Inclusion on the Dean's List for academic excellence is an honor bestowed by the dean of the college. The criteria are subject to change from semester to semester and are available in the Office of Records and Scheduling, M46 Goldwin Smith Hall.

Bachelor of Arts with Honors

Almost all departments offer honors programs for students who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. The honors programs are described by individual departments in the following sections. The degree of Bachelor of Arts with honors will be conferred upon students who, in addition to having completed the requirements for the degree of Bachelor of Arts, have satisfactorily completed the honors program in their major and have been recommended for the degree by their major department, the Independent Major Program, or the College Scholar Program.

Bachelor of Arts with Distinction

The degree of Bachelor of Arts with distinction in all subjects will be conferred on students who, in addition to having completed the requirements for the degree of Bachelor of Arts, have:

- 1) completed at least 60 credits while registered in regular sessions at Cornell;
- 2) ranked in the upper 30 percent of their class at the end of their seventh semester, or next-to-last semester for transfers and accelerants;

- 3) received a grade below C- in no more than one course;
- 4) received no failing grade;
- 5) maintained good standing in each of their last four terms; and
- 6) have no *Incompletes* remaining on their records.

Failure to Maintain Good Standing

Students are not in good standing if they complete fewer than 12 credits; if they have more than one D, or one D in a schedule with only three courses, or any F or U grades; if they have not made satisfactory overall progress in grades or credits (whether due to failures or *Incompletes*) or in the requirements of the college or the major. Such students will be considered for academic action by the Committee on Academic Records or one of the deans of the college.

Academic Actions

Warning. Any student who fails to maintain good standing will at least be warned. The warning may be given by an assistant dean in the college or by the faculty's Committee on Academic Records. A warning is posted on a student's unofficial college transcript but is not reported to the university registrar and does not appear on official transcripts.

Required leave of absence. A student in serious academic difficulty may be required by the Committee on Academic Records to take a leave of absence, normally for a full year. Usually, but not necessarily, the Committee on Academic Records warns a student before suspending her or him. Before being allowed to return and reregister in the college, students must submit a plan for completing the degree. In some cases the students will be required to furnish evidence that they are ready to return before being allowed to reregister in the college. Students who request to return in less than a year must present to the committee exceptionally strong evidence of their readiness to return. "Required Leave of Absence" is posted on the student's unofficial college transcript; the university registrar is notified and "Leave of Absence" and the date will appear on the student's official transcript.

May not reregister. The Committee on Academic Records may dismiss a student from the college because of a highly unsatisfactory record for one term or for failure to make satisfactory overall progress in grades, credits, or the requirements of the major. This action expels the student permanently from the college. "May Not Reregister" is posted on the student's unofficial college transcript, the university registrar is notified, and "May Not Reregister in the College of Arts and Sciences" and the date will appear on the official transcript.

Students being reviewed for academic action are urged to present evidence that will help explain their poor academic performance. Students may appeal a decision or action of the committee if they have new relevant information to present.

Grades

Letter Grades

See "Grading Guidelines," pp. 31-32.

S-U Grades

The S-U option allows students to explore unfamiliar subject areas without being under pressure to receive high grades. It is not meant to reduce the amount of work a student completes in a course or the amount of effort a student devotes to a course. *Students may elect during the first three weeks of the term to receive a grade of S (satisfactory) or U (unsatisfactory) instead of one of the letter grades (A+ through F), provided that the instructor is willing to assign such grades. Students may not elect the S-U option after the third week of the term.* A grade of S is equivalent to a grade of C- or higher; a grade of U is equivalent to any grade

below C-. S means the student receives the credit specified for the course. U means no credit is given. A few courses in the college are graded exclusively S-U.

Courses that will count toward satisfaction of major requirements should not be taken for an S or U grade unless the department grants permission. Students may elect the S-U option in courses used to satisfy the distribution and language requirements, provided that such courses do not also count toward major requirements or serve as prerequisites for admission to the major. Students are advised to use the S-U option sparingly if they intend to apply to graduate school or for transfer to another college. There is no limit on the number of courses each term for which students may elect the S-U grade, but within the 120 credits required for the degree, a minimum of 80 credits must be in courses for which a letter grade was received.

To elect the S-U option, students circle the proper option on the enrollment form during course enrollment. To change the grading option during the first three weeks of the term, students obtain a drop/add form from the Office of Records and Scheduling, M46 Goldwin Smith Hall; fill the form out to indicate the grade option change; and have it signed by the course instructor. The form must be returned to the Office of Records and Scheduling. With special permission they may change from S-U to a letter grade within the first five weeks of term, although a \$10 fee is charged after the third week.

Grades of Incomplete

A grade of incomplete signifies that a course was not completed before the end of the term for reasons beyond the student's control that are acceptable to the instructor. Students must have substantial equity in the course; that is, they must be able to complete the remaining work without further registration and must have a passing grade for the completed portion. When a grade of incomplete is reported, the instructor will state what work must be completed, when it must be completed, and the grade earned even if the work is not completed by that date. Unless the instructor stipulates otherwise, students will be allowed one term plus one summer to make up the work. When a final grade is reported, it is recorded on the official transcript with an asterisk and a footnote explaining that this grade was formerly an incomplete.

Once a grade of incomplete is assigned, the college does not change it unless and until the faculty member submits a change of grade form or gives written permission to "freeze" it as an incomplete. The college does not automatically change grades of incomplete to Fs after a certain lapse of time or implement the conditions on the grade of incomplete form. Students must consult the instructors to resolve all such grades before graduation.

R Grades

R designates two-semester or yearlong courses. The R is recorded on the student's Permanent Record Card at the end of the first term. The grade recorded at the end of the second term shows the student's level of performance in the course for the entire year. The total credits that will be earned for the whole course are listed each term.

Grade Reports

Grade reports for the fall term are included in spring-term registration materials; grade reports for the spring term are mailed to students at their home addresses unless alternative addresses are reported to the college or university registrar by mid-May.

The college does not compute class rank.

Calendar Supplement

All of the dates in the university calendar at the front of this volume apply to all Cornell students. Listed below are some additional dates that are of importance for students in the College of Arts and Sciences.

	Fall	Spring
First deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.	Sept. 28	March 1
Last day for adding courses without petition.	Sept. 14	Feb. 10
Last day for dropping courses without \$10 fee.	Sept. 14	Feb. 10
Last day for changing grade option (S-U).	Sept. 14	Feb. 10
Second deadline for submitting independent major requests. Go to Academic Advising Center, 55 Goldwin Smith Hall, for further information.	Nov. 28	April 19
Last day for requesting leave of absence or withdrawal for the current term.	Oct. 20	March 17
Last day for dropping courses without petition.	Oct. 20	March 17
Deadline for applying to study abroad.	See Dean Rosenberg, Academic Advising Center	
Advance course enrollment for the following term (tentative).	Oct. 31–Nov. 6	April 3–14
Last day to petition to drop a course	Nov. 17	Apr. 17
Deadline for applying to the College Scholar Program.		April 26
Deadline for requesting internal transfer to the College of Arts and Sciences for the following term.	Dec. 1	June 1

Courses and Departments

Special Programs and Areas of Concentration

The college offers a number of special and interdisciplinary programs that are described following the departmental program descriptions. Students may devise an independent major with the aid of any of these programs or develop an informal minor field. (Informal minors are not listed on the student's official record.)

Administration

Geoffrey V. Chester, dean
Isaac Kramnick, associate dean
Lynne S. Abel, associate dean
Glenn C. Altschuler, associate dean and director of academic advising and dean for freshmen
Thak Chaloemtiarana, associate dean and director of admissions
Jane V. Pedersen, director of finance and administration
Rosemary Silbey, director of development
Bonnie Buettner, assistant dean for seniors and career programs and prelaw adviser
Beatrice G. Rosenberg, assistant dean for study abroad, dual degree programs, and fellowships and scholarships
Janice Turner, assistant dean for minority affairs and premedical adviser
Margaret C. Unsworth, assistant dean for sophomores and juniors
Marilyn Williams, assistant dean for undergraduate research and academic integrity
Patricia Dougherty, college registrar
Michele T. Crane, assistant registrar

General Education Courses

See also "Common Learning Courses," p. 15.

The introductory and advanced courses offered by departments in their respective disciplines and fields comprise the bulk of the curriculum in the College of Arts and Sciences. Most of these courses are accessible to almost all students who are interested in them. However, the faculty of the college also offers general education courses, including interdisciplinary courses for a broad audience, courses that provide insight into a particular discipline for students who are not specializing in that field, and courses for advanced students that consider a discipline in terms of its history, its presuppositions, or its relation to other branches of knowledge. The following courses have been identified by the various departments of the College of Arts and Sciences as particularly appropriate, by that definition, for general education. For full course descriptions consult the departments' sections of the catalog.

American Studies

Some professors in English and history with an interest in American studies regularly teach courses that emphasize the interconnections of literary and historical materials. Some courses focus on these interconnections with a nonspecialist audience in mind; others aim at an upper-level audience to put literature and history in a comparative perspective with respect to a common subject. These purposes may suit not only American studies, English, or history majors, but the general-education interests of nonmajors. Members of the American Studies Committee can be consulted about the pertinence of their courses to general education.

Archaeology

Several members of the Archaeology Program offer general education courses suitable for nonmajors. These are listed under the departments that offer archaeology courses, such as the Departments of Anthropology, Classics, History of Art, and Near Eastern Studies. The Archaeology Program itself also offers:

203 Early People: The Archaeological and Fossil Record (also Anthropology 203) Fall. 3 credits.
T R 11:40–12:55. T. Volman.

Asian Studies

211 Introduction to Japan Fall. 3 credits.
M W 11:15 plus disc, R 2:30 or 3:35, or F 10:10 or 11:15. Staff.

212 Introduction to China Spring. 3 credits
(4 credits with a special project; consult instructor for information).
T R 1:25 plus disc, R 2:30 or F 10:10 or 11:15. Staff.

215 Introduction to South Asian Civilizations Spring. 3 credits (4 credits with a special project; consult instructor for information).
M W F 11:15. D. Gold.

218 Introduction to Korea Spring. 3 credits.
T R 2:30 plus F disc. D. McCann.

[220 The Poet in Asia] Spring. 3 credits. Not offered 1988–89.
D. McCann.]

Astronomy

[490 Senior Seminar—Critical Thinking] Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1988–89.
Hours to be arranged. C. Sagan.]

Classics

211 The Greek Experience Fall. 3 credits.
M W F 2:30. M. Cook.

212 The Roman Experience Spring. 3 credits.
T R 10:10–11:25. J. Ginsburg.

217 Initiation to Greek Culture Fall. 4 credits.
M W F 11:15, plus one hour to be arranged.
D. Mankin, P. Mitsis.

218 Initiation to Roman Culture Spring. 4 credits.
M W F 11:15, plus one hour to be arranged. J. Romm, W. Wetherbee.

220 Introduction to Art History: The Art of the Classical World (also History of Art 220) Spring. 3 credits.
M W F 10:10. A. Ramage.

[221 Minoan-Mycenaean Art and Archaeology (also Archaeology 221 and History of Art 221)] Fall. 3 credits. Not offered 1988–89.]

[225 Hellenistic and Roman Philosophy] 4 credits. Not offered 1988–89.
P. Mitsis.]

235 Modern Greek Poetry and Politics (also Comparative Literature 235 and Government 335) Fall. 3 credits.
T R 1:25–2:40. G. Holst-Warhaft.

236 Greek Mythology (also Comparative Literature 236) Fall. 3 credits.
T R 11:40–12:55. Staff.

237 Greek Religion and Roman Mystery Cults Spring. 3 credits.
T R 11:40–12:55. K. Clinton.

[238 The Ancient Epic] Fall. 3 credits. Not offered 1988–89.
K. Clinton.]

[239 Greek and Roman Mystery Cults and Early Christianity] 3 credits. Not offered 1988–89.
K. Clinton.]

250 Etruscan Art and Archaeology Fall. 3 credits.
M W F 12:20. Staff.

[300 Greek and Roman Drama (also Comparative Literature 300)] 4 credits. Not offered 1988–89.]

337 Ancient Philosophy of Science Spring.
4 credits.
M W F 1:25. M. Cook.

[339 Ancient Wit (also Comparative Literature 339)] Fall. 4 credits. Not offered 1988–89.
F. Ahl.]

380 Roman Society and Politics under the Julio-Claudians Spring. 4 credits.
W 2:30–4:30. J. Ginsburg.

[382 Greeks, Romans, and Victorians (also Society for the Humanities 382)] 4 credits. Not offered 1988–89.
F. Ahl.]

English

See, in the department's listing, "Courses Primarily for Nonmajors."

Geological Sciences

101 Introductory Geological Sciences Fall, spring. 3 credits.
2 lec., 1 lab, field trips, evening exams. Fall,
J. M. Bird, D. L. Turcotte; spring, T. E. Jordon.

102 Introduction to Historical Geology Spring.
3 credits. Prerequisite: Geol 101 or permission of instructor.
2 lec., 1 lab, evening exams. J. L. Cisne.

103 Geology in the Field Fall. 3 credits. Limited to 35 students.
1 lec., 1 field trip or lab, 1 rec. A. L. Bloom.
The subject matter of Geol 101, Introductory Geological Sciences, taught as much as possible by field trips in the campus and vicinity on foot and by bus. Weekly field trips until November will introduce most of the major topics of the course, supplemented by lectures, recitations, and labs (later in the term).

104 Introduction to Oceanography Spring.
3 credits. Limited to 50 students. Prerequisites: high school physics, chemistry, and biology and Geol 101 or permission of the instructor.
3 lec., W. M. White.

The oceans remain one of the last frontiers for humankind, yet they affect our everyday life in many subtle ways. This course presents an overview of what is known of the physics, chemistry, geology, and biology of the oceans and is intended primarily for non-science majors. Topics include ocean currents and circulation; biological and geological controls on the chemistry of seawater; sea-floor spreading and plate tectonics; geology and biology of midocean ridges; effect of the oceans on climate, including El Niño and the Ice Ages; ecology of open-ocean, ocean-bottom, and near-shore biological communities; marine pollution; and mineral and biological resources of the sea.

202 Environmental Geology Spring. 3 credits.
2 lec., 1 rec, lab, or field trip. D. E. Karig,
A. L. Bloom.

German Literature

283 Contemporary European Society and Politics (also History 283 and Government 343) Fall.
4 credits.
T R 2:55–4:10. J. Pontussen.

354 Modern Drama (also Theatre Arts 327 and Comparative Literature 354) Fall. 4 credits.
T R 12:10–1:25. D. Bathrick.

366 Broch and Musil Fall. 4 credits. There will be an additional discussion section for students who can read the original German.
M W F 12:20. I. Ezergailis.

409 The Double Identity Crisis: German-Jewish Women from Rahel Varnhagen to Hannah Arendt (also Near Eastern Studies 409, Women's Studies 409, and Society for the Humanities 409) Fall.
4 credits.
M 12:20–2:15. A. Colin.

438/648 East and West German Drama: Post 1945 (also Theatre Arts 438/648) Fall. 4 credits.
W 1:25–3:20. D. Bathrick.

444/644 The Holocaust Survivor as Author (also Near Eastern Studies 444) Spring. 4 credits.
Reading knowledge of German helpful; however, two of the major novels are available in English.
M 1:25–3:20. S. L. Gilman, E. Hilsenrath.

History of Art

All 200-level courses and some 300-level courses. See department listing.

Psychology

326 Evolution of Behavior Fall. 4 credits.
T R 2:30–3:20. R. Johnston.

[418 Psychology of Music] Spring. 3 or 4 credits. Not offered 1988–89.
T R 10:10–11:25. C. Krumhansl.]

Russian Literature

308 Readings from Russian Culture Spring.
4 credits.
M W F 1:25. G. Shapiro.

329 Eastern Europe Today: Economics, Government, Culture (also Economics 329 and Government 326) Fall. 4 credits.
T R 2:55–4:10. G. Gibian, M. Rush, G. Staller.

350 Education and the Western Literary Tradition (also Comparative Literature 350 and College Scholar 350) Spring. 4 credits.
M W F 10:10. P. Carden.

367 The Russian Novel (also Comparative Literature 367) Fall. 4 credits.
T R 9:05 plus one hour to be arranged. G. Gibian.

373 Chekhov Fall. 4 credits.
T R 11:40–12:55. S. Senderovich.

Sociology

202 Writing in the Social Sciences (also Writing 202) Fall or spring. 3 credits. Limited to 17 students each section. Prerequisite: one social course.
Fall: T R 11:40–12:55; spring: T R 11:40–12:55.
K. Hjortshøj.

Akkadian

See Department of Near Eastern Studies.

American Studies

J. Porte (260 Goldwin Smith Hall, 255-8349), chairman and director of undergraduate studies; S. Blumin, H. L. Gates, M. Kammen, D. McCall, R. L. Moore, R. Polenber, S. Samuels, F. Somkin, S. C. Strout

The Major

The major in American studies, appropriate for a wide variety of future vocations, is basically a program of coordinated study in the history and literature of the United States. It is not a "double major." The prerequisites are minimal: one course in European, British, or American history at the 100 or 200 level and one course in British or American literature at the 200 level. The major itself is structured and demanding, and students who expect to become American studies majors should apply to the chairman to arrange for a major adviser.

In consultation with their advisers, American studies majors elect 32 credits (or eight courses) of work in the history and literature of all three large periods into which an account of the nation's development can be divided, defined for the purposes of the program as colonial, nineteenth century, and twentieth century. In order to gain both depth and breadth, they select as an area of concentration either a single period (or the connections between two of the periods) and take either 16 credits in one period and 8 credits in each of the other two, or 12 credits in each of the two periods whose connections constitute the focus of the study and 8 credits in the third. In addition, they take one of the adviser-approved interdisciplinary seminars at the 400 or 600 level. When the subject matter is appropriate, such a seminar may count toward the satisfaction of the period requirements. Students may divide the work between history and literature in whatever proportion serves their interests, provided that they take no more than two-thirds of their courses in any one department.

Beyond the basic requirements in American history and American literature, 12 credits above the elementary level are required in allied subjects. Eight credits of work are in the history or literature, or both, of another related culture; and 4 credits are in American thought, society, or culture studies from the perspective of another discipline such as anthropology, economics, government, history of art, or sociology. (This last 4-credit requirement may be satisfied outside the college.)

Courses in American history that will satisfy the 32-credit requirement described in the second paragraph are offered by the Department of History; those in American literature are offered by the Department of English, the Department of Theatre Arts, and the Africana Studies and Research Center. Occasionally a course that fits an individual student's program may be offered elsewhere. Substitution will depend on the adviser's approval. Advisers determine what courses count for the interdisciplinary seminar.

Honors. Candidates for honors must maintain an average of B+ in courses pertinent to the major. To be eligible for a degree with honors in American studies, a student must in the senior year (a) either write an honors essay for American Studies 493, Honors Essay Tutorial, or (b) submit to the American Studies Committee three term papers written for courses in the major and take an oral examination in the declared area of special interest.

493 Honors Essay Tutorial Fall or spring. Up to 4 credits each semester.
See J. Porte for appropriate advisers.

Anthropology

A. T. Kirsch, chairman; R. Ascher, C. J. Greenhouse, D. J. Greenwood, J. S. Henderson, D. H. Holmberg, B. J. Isbell, B. Lambert, T. F. Lynch, K. S. March, C. Morris, P. S. Sangren, J. T. Siegel, M. F. Small, R. J. Smith

Anthropology grew out of curiosity about the ways past and present human societies have differed and have been similar. As a craft, anthropology has developed and borrowed many strategies to approach these differences and uniformities. Some are archaeological, concerned with cultures long gone or destroyed by the spread of empires. Others are sociocultural, dealing

with recent and contemporary rural and urban societies in all areas of the world through a variety of social scientific and humanistic techniques. Still others are biological and evolutionary, stressing human evolution and biological uniformity and diversity. In-depth field studies, excavations, laboratory analysis, the interpretation of symbol systems, and varieties of comparative methodologies are all part of anthropology.

Anthropology takes humanity in the broadest sense as its subject matter. Two 100-level courses (Anthropology 101–102) are intended to provide a general introduction to the anthropological enterprise in its varied dimensions. Several 200-level courses (203, 212, 214, 216) explore major strategies for doing anthropology, lessons learned so far, and questions remaining to be explored. Nature and Culture (211) focuses on fundamental questions about the relationships between the biological and cultural facets of human nature. The other departmental courses deepen and broaden the perspectives anthropology has brought to bear on the study of humankind. Because anthropology is intrinsically interdisciplinary, all courses numbered below the 500 level are open to all students unless otherwise stated in the course description.

The Major

The student who majors in anthropology must:

- 1) Take two courses at the 100 or 200 level that provide a broad overview of the discipline as a whole and its major subdisciplines: anthropological archaeology, biological and ecological anthropology, and sociocultural anthropology. Courses that provide such an overview include Anthropology 101, 102, 203, 211, 212, 214, and 216. Preferably these courses will be taken in the freshman and sophomore years. (Freshman writing seminars in anthropology do not fulfill this requirement.)
- 2) Take Anthropology 300, The Discipline of Anthropology, no later than the fall term of the junior year. Because 211 provides a synthesis of the relationships between the biological and cultural dimensions of human nature, it is also recommended for majors.
- 3) Take at least one course in each of four of the following five categories: category III, Archaeological Courses; category IV, Biological and Ecological Anthropology; category V, Sociocultural Anthropology; category VI, Theory and History of Anthropology; category VII, a course that focuses on some world area.
- 4) Develop one or more areas of specialization within the discipline in consultation with his or her faculty adviser. Examples of such specializations include sociocultural anthropology, anthropological archaeology, theory and history, area studies, and biological and ecological anthropology. Students interested in any of these specializations must consult with the director of undergraduate studies, who will refer them to an appropriate academic adviser. When appropriate, special provisions for meeting major requirements may be arranged with the adviser's approval.
- 5) Take a total of 32 credits of course work, in addition to Anthropology 300, beyond the introductory level. Up to 12 credits of course work in cognate disciplines (see category VIII) related to the student's specialization may be accepted for the major with the permission of the faculty adviser.

Honors. Anthropology majors interested in the honors program should consult the director of undergraduate studies before the beginning of their senior year and apply for admission to the program. Candidates for the degree of Bachelor of Arts with honors in anthropology must complete a thesis in the final term of the senior year. Students may enroll in Anthropology 491 or 492, Honors Thesis, after obtaining the consent of the Honors Committee. The decision to award honors and in what degree is based on the quality of the thesis and the student's overall record.

Facilities

The anthropology laboratory contains a small statistical and reference library as well as basic drafting and photographic equipment. In addition, the department has a collection of archaeological and ethnological materials used in teaching and research.

Special Programs

Specialized individual study programs are offered in Anthropology 497–498, Topics in Anthropology, open to a limited number of juniors and seniors who have obtained consent of the instructor. Undergraduates should also note that most 600-level courses are open to them if consent of the instructor is obtained.

The Department of Anthropology holds colloquia throughout the academic year. Faculty members from Cornell and other universities participate in discussions of current research and problems in anthropology. Students are encouraged to attend.

Anthropology majors have also established an anthropology club, which sponsors educational and social events in conjunction with graduate students and faculty in the department.

I. Introductory Courses (Including Freshman Writing Seminars)

Note: For additional freshman writing seminars in anthropology see "Freshman Writing Seminars" and the John S. Knight Writing Program's special brochure.

101 Introduction to Anthropology: Biological and Prehistoric Perspectives on the Development of Humankind Fall. 3 credits (4 by arrangement with instructor).

M W 12:20 plus disc, F 9:05, 11:15 or 12:20.

M. F. Small.

The biocultural development of humans and the broad implications of human biological and cultural diversity are explored through consideration of human evolution from the remote past to the present. Biological anthropology, archaeology, human ecology, and nutrition provide the conceptual bases for understanding the processes of biological adaptation in humankind.

102 Introduction to Anthropology: Social-Cultural Perspectives on Humankind Spring. 3 credits (4 by arrangement with instructor).

M W 12:20 plus disc F 11:15, 12:20, or 2:30.

D. H. Holmberg.

An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings and lectures students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. In this encounter the principles of anthropology, as a comparative enterprise that poses distinct cultural systems in relief, will be developed. Fiction, films, and exercises supplement the formal anthropological materials.

121 Encounters with Other Cultures Spring. 3 credits. Freshman writing seminar.

M W F 1:25. B. Lambert.

The main texts are novels and biographies that show how indigenous cultures have adapted to change and yet retained their identity; books by anthropologists that tell of their experiences as participants in other societies and as interpreters of other cultures (including American subcultures); and an exploration of cultural symbolism through fantasy. Students discuss and write about ways of playing the outsider's role and about changes in the traveler's own outlook.

[127 Anthropology of the Arts Fall. 3 credits. Freshman writing seminar. Not offered 1988–89.]

205 Ethnographic Films Fall or spring. 2 credits.

W 7:30–9:25 p.m. Staff.

Human cultural and social variability is explored through a series of ethnographic films, and readings and lectures relating to these films. The films are chosen to show peoples living in a variety of ecological situations and at different levels of social complexity in various parts of the world (i.e., Africa, Asia, Australia, the Americas). Readings and lectures will use the concepts and theories of cultural anthropology to interpret the significance of the different modes of life shown in the films.

211 Nature and Culture Spring. 3 credits (4 by arrangement with instructor).

M W F 9:05. P. S. Sangren.

Cultural anthropology, because it encompasses the comparative study of man in society, provides a unique vantage on the nature of man. One of the focal questions of the discipline is the relationship between the physical/biological and symbolic/moral worlds in which we live. This inquiry places anthropology squarely at the center of social theory, since all social theories and political ideologies are founded on premises regarding human nature. Through study of a variety of issues and debates (e.g., "sociobiology," the origin and meaning of the incest taboo), this course examines a variety of past and current attempts to explain the relationships between nature and culture in human life.

212 Social Anthropology Fall. 3 credits (4 by arrangement with instructor).

M W F 9:05. C. J. Greenhouse.

Among the ways in which they study human life, anthropologists examine social institutions in terms of their relationship to culture. Social anthropology is the study of social relationships and the ideas about existence implicit in them. In this course we consider institutions—family, government, economics, religion, and so on—as contexts that define and are defined by social interactions and the meanings societies accord them. We explore the world's cultural diversity, as well as the question of what cultural differences mean, through a series of ethnographic case studies.

[214 Humankind: The Biological Background

Spring. 3 credits (4 by arrangement with instructor). Not offered 1988–89.]

[216 Ancient Societies Fall. 3 credits (4 by arrangement with instructor). Not offered 1988–89.]

II. Courses Intended Primarily for Majors

300 The Discipline of Anthropology Fall.

4 credits. Limited to, and required of, anthropology majors, who must take this course no later than the fall term of the junior year.

T R 1:25–2:40. A. T. Kirsch with the anthropology faculty.

The course is an overview of the field of anthropology; it provides a systematic treatment of the discipline, the concepts that are used, the persistent questions that are asked, the specializations within the field, and the shared goals and differing viewpoints. The course is intended to help majors plan their course work.

491 Honors Thesis Fall. 4 credits. Prerequisite: consent of the Honors Committee. Intended for majors graduating in midyear.

Hours to be arranged. Staff.

Independent work under the close guidance of a faculty member selected by the student.

492 Honors Thesis Spring. 4 credits. Prerequisite: consent of the Honors Committee.

Hours to be arranged. Staff.

Independent work under the close guidance of a faculty member selected by the student.

495 Social Relations Seminar (also Sociology

497) Spring. 4 credits. Limited to seniors majoring in social relations.

R 2:30–4:30. A. T. Kirsch.

497-498 Topics in Anthropology 497, fall; 498, spring. Credit to be arranged.

Hours to be arranged. Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

III. Archaeological Courses

See also courses listed under Archaeology.

203 Early People: The Archaeological and Fossil Record (also Archaeology 203) Fall. 3 credits.

TR 11:40-12:55. T. P. Volman.

A survey of the archaeological and fossil record of human evolution. Contributions by researchers from a variety of scientific disciplines are highlighted, as are the discoveries, personalities, and controversies that have enlivened the study of human evolution for more than a century. Critical evaluation of evidence and interpretations will be stressed. Demonstrations and films supplement the lectures.

[352 Interpretation of the Archaeological Record] Fall. 4 credits. Not offered 1988-89.]

354 The Peopling of America Fall. 4 credits.

TR 8:40-9:55. T. F. Lynch.

Prehistoric discovery of the New World, beginning with American Indian origins in Asia and ending with the largely unrecorded European medieval contact with North America. Major topics include crossing the Bering land bridge, big-game hunting and extinctions, postglacial adaptations to changing environments, diversified subsistence in the eastern woodlands, agricultural civilizations of the Midwest and Southwest, and Eskimo and Norse exploration and settlement across the Arctic and North Atlantic.

355 Archaeology of Mexico and Central America Spring. 4 credits.

TR 2:55-4:10. J. S. Henderson.

A survey of the cultural history of ancient Mexico and Central America, emphasizing Aztec and Maya civilizations. The use of ethnographic and historical information to enrich archaeological interpretation is a general theme. Specific topics include the emergence of settled farming life, the rise of civilization and the state, and the development of mechanisms that linked the many societies in the region into a single sphere of interaction.

356 The Archaeology of South America Spring. 4 credits.

TR 8:40-9:55. T. F. Lynch.

Origins and development of South American peoples, subsistence systems, cultures, and civilizations, with special attention to Peru, Bolivia, Chile, and Ecuador. Major topics include the question of the first inhabitants, the domestication of plants and animals, the rise of temple-based religions and great art styles, regional interaction, and the formation of militaristic polities and the Inca state.

[358 Archaeological Research Methods (also Archaeology 358)] Spring. 4 credits. Not offered 1988-89.]

[361 Field Archaeology in South America (also Archaeology 361)] Spring. 10 credits. Not offered 1988-89.]

402 Archaeological Research Design (also Archaeology 402) Fall. 4 credits. Prerequisite: permission of instructor.

W 2:30-4:25. J. S. Henderson, T. P. Volman.

Archaeological practice demands careful definition of research objectives and appropriate strategies before excavation or other fieldwork begins. Critical information lies in the arrangement and associations of objects and structures; this context should be a basic concern of any field investigation, particularly when it is destroyed by excavation. The course relies on case studies to illustrate how surveys, excavations, and analytical techniques must be tailored to solving specific problems.

[404 Approaches to Archaeology (also Archaeology 404)] Fall. 4 credits. Not offered 1988-89.]

[435 Investigation of Andean Institutions: Archaeological Strategies] Fall. 4 credits. Not offered 1988-89.]

[493 Seminar in Archaeology] Fall. 4 credits. Not offered 1988-89.]

494 Seminar in Archaeology: The Maya Spring. 4 credits.

W 2:30-4:25. J. S. Henderson.

An exploration of continuities in the Maya cultural tradition from pre-Columbian times through the period of European invasion to the present. A central theme is combining archaeological, ethnohistorical, and ethnographic information and approaches to reconstruct pre-Columbian cultural patterns and processes. The focus for 1989 is Maya farming systems and their evolution.

[496 Public Archaeology (also Archaeology 496)] Spring. 4 credits. Not offered 1988-89.]

IV. Biological and Ecological Anthropology

208 Gender, Race, and Medical "Science" (also Africana Studies 208 and Women's Studies 208) Fall. 3 credits.

TR 11:40-12:55. G. Fraser.

The course will examine the social construction of race and gender in the medical sciences from the turn of the century to the present. Beginning with readings that propose a new view of scientific medicine as a system of signs and symbols and as culturally embedded, we will proceed to an examination of some of the following topics: racism and experimentation: the treatment of venereal disease and tuberculosis; the demise of social childbirth; the body as a medical product; menstruation as pathology; the monitored mind: women and psychiatry; the political economy of health care; medical authority: the training of medical students; political anatomy of the body; sites of resistance; and alternative systems: cross-cultural case studies.

[285 Monkeys, Apes, and People: The Comparative Biobehavior of Primates] Spring. 3 credits (4 by arrangement with instructor). Not offered 1988-89.]

[380 Food, Feasts, Fasts, and Famine: Studies in Culture and Human Nutrition] Spring. 4 credits. Not offered 1988-89.]

[386 Culture and Human Disease (also Biology and Society 386)] Fall. 4 credits. Not offered 1988-89.]

[476 Human Nature: An Evolutionary Perspective] Fall. 4 credits. Not offered 1988-89.]

V. Sociocultural Anthropology

[220 Meaning across Cultures] Spring. 4 credits. Not offered 1988-89.]

301 Biology and Society: The Biocultural Perspective (also Biological Sciences 301 and Biology and Society 301) Fall. 3 credits (4 by arrangement with instructor). Biology and society majors are required to take the course for four credits. Prerequisite: one year of introductory biology. S-U grades optional. This is the core course requirement for the biology and society major and is also open to other students who have fulfilled the prerequisite.

TR 11:40-12:55. Staff.

In modern evolutionary theory, human biology, behavior, and institutions are understood as the ongoing products of interactions between human biological evolution and cultural change. Nevertheless, numerous attempts to examine the evolutionary processes in humans violate key tenets of evolutionary theory,

unwittingly reproducing elements of pre-Darwinian views of human nature. After reviewing the pre-Darwinian context and reading *The Origin of Species*, the course explores attempted applications of evolutionary analysis to humans and develops a cultural explanation of the persistence of pre-Darwinian elements in many of them.

305 Emotion, Cognition, and Culture (also Women's Studies 305) Fall. 4 credits.

TR 2:55-4:10. B. J. Isbell.

This course introduces students to the current anthropological perspective on the following topics: (1) cultural shaping of emotion, (2) acquisition and production of gender and sexuality, and (3) cognition and classification in cross-cultural contexts. It is appropriate for students majoring in anthropology, psychology, cognitive studies, and human development and family studies.

313 Anthropology of the City Spring. 4 credits.

TR 10:10-11:25. R. J. Smith.

An examination of the sociocultural structure and process in urban settings, with emphasis on the role of rural migrants, the relationship of urbanism to political and economic development, the role of voluntary associations, and the adjustment of family and kinship groups to urban life. Asian, African, and Latin American urban centers are emphasized.

[314 Applied Anthropology] Fall. 4 credits. Not offered 1988-89.]

319 The Ethnography of Speaking Fall. 4 credits.

MWF 10:10. N. M. Lutz.

An introduction to the anthropological study of language use in different cultures. Topics include ritual and religious language, political oratory, language and power, gender, and multilingualism, with emphasis on ways of speaking in both the United States and abroad.

321 Sex and Gender in Cross-Cultural Perspective (also Women's Studies 321) Fall. 4 credits.

MWF 1:25. K. S. March.

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines various aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex-role definition around the world.

[322 Magic, Myth, Science, and Religion] Spring. 4 credits. Not offered 1988-89.]

323 Kinship and Social Organization Spring. 4 credits.

MWF 11:15. B. Lambert.

The course begins with a discussion of the evidence for the prehistory of the family. It then examines forms of the family, descent groups, and marriage systems and the role that age and gender play in social structures. The last part is devoted to a history of the British and American family and its fate in utopian communes.

[325 Histories of Ideas of Exotica (also Comparative Literature 325)] Fall. 4 credits. Not offered 1988-89.]

326 Economic Anthropology Fall. 4 credits.

TR 8:40-9:55. P. S. Sangren.

Economic anthropology is the study of the organization of production, distribution, and associated values in radically different primitive and peasant societies. The course introduces the major competing stances—formalist (neoclassical), substantivist, and Marxist—that have developed frameworks for analysis of exotic economic systems. Other topics include the integration of local communities with larger economic systems, the articulation of capitalist and noncapitalist modes of production, and a critique of theories of value from an anthropological perspective.

328 Law and Culture Fall. 4 credits.

MWF 11:15. C. J. Greenhouse.

Anthropologists' interests in the sociocultural context of human experience have shaped questions that center

on the foundations of social order in human communities. People everywhere have ways of expressing and resolving conflict, although the cultural meanings of conflict and harmony differ around the world. This course examines the cross-cultural literature on interpersonal conflict and disputes, conflict resolution, and cultural constructions of accountability. We consider the role of law in these processes and the significance of access to law. Comparative discussions include ethnographic studies of modern communities in Africa, Asia, Latin America, Oceania, and the United States.

[329 Power and Culture Spring. 4 credits. Not offered 1988–89.]

406 The Culture of Lives (also Women's Studies 406) Spring. 4 credits. Prerequisite: Anthropology 321 or Women's Studies 321 or permission of instructor. R 1:25–3:20. K. S. March.

This seminar will look at persons, lives, cultures, and methods in anthropological life history materials. We focus initially on selected issues from the early anthropological study of lives: the social and psychological construction of personalities, the life course (including socialization for, and deviation from, it), lives in cultural change, and conflict. Finally we consider emergent themes in the anthropology of lives: life as narrative, the politicization of lives and life accounts, person- and selfhood, emotions, objectivity, perspective, and intersubjectivity. Throughout the seminar we will attend to the evolution of interest in, forms of, and uses for life history materials in anthropology, with special attention to differences in men's and women's lives and life (re)presentations.

[424 Myth, Ritual, and Sign Fall. 4 credits. Not offered 1988–89.]

[427 The Anthropology of Everyday Life Fall. 4 credits. Not offered 1988–89.]

428 Spirit Possession, Shamanism, Curing, and Witchcraft (also Women's Studies 428) Spring. 4 credits. Prerequisite: background in anthropology or women's studies. Enrollment limited.

T 1:25–3:25. D. H. Holmberg.
An anthropological consideration of witchcrafts, shamanisms, curing, and cults of spirit possession with special attention to the play of gender. Classic anthropological accounts of non-Western societies will be considered along with ethnographic and historical accounts of Western societies. The course also addresses general problems in the study of women and gender and the anthropology of myth, ritual, and symbolism.

434 Anthropology and Colonialism Spring. 4 credits.

T 2:30–4:30. N. M. Lutz.
A seminar in the anthropological study of colonialism, focusing on the ethnographic study of colonial relations and transformations. Specific topics addressed include theoretical approaches to the study of colonialism, the dynamics of political-economic change, and transformations in cultural symbolic systems.

450 Seminar on Ethnographic Film Spring. 4 credits. Enrollment limited. Prerequisite: Anthropology 205 or 453 or one film course in Theatre Arts and permission of instructor.

T 10:10–12:35. R. Ascher.
When the first ethnographic film was screened in 1895, its maker saw in motion pictures a promise for the greater understanding of other peoples. Has the promise been fulfilled? Responses to this question are examined through study of the lively debates about film in anthropology. But we go further. The genre-ethnographic film is reconsidered in the much larger framework of general film theory, history, and criticism. Some selected, relatively short films are viewed, leaving ample time for discussion and the development of a critical vocabulary.

[451 Anthropological Boundaries Fall. 4 credits. Not offered 1988–89.]

[452 Portraits, Profiles, and Life Histories Spring. 4 credits. Not offered 1988–89.]

453 Visual Anthropology Fall. 4 credits. Enrollment limited. S-U grades only.

T 10:10–12:35. R. Ascher.
The expression of ideas about the human condition through original drawings, graphics, paintings, photographs, video, cinema, sculpture, and related media. Writing can be combined with visual expression, as, for example, in concrete poetry or photographic essays. Projects must conform to two general guidelines: (1) the student must have prior knowledge of the medium chosen or concurrent course work in it, and (2) the project must be one that can be developed throughout the course and benefit from its particular setting. In the first half anthropology is introduced through the creative work of others. For example, we read Tuluola's *The Palm-Wine Drinkard* and view films made by both anthropologists and the people whom they visit. The second half is devoted to hour-long progress reports and discussions of the work of people in the course.

[455 Theatre of Anthropology Spring. 4 credits. Not offered 1988–89.]

480 Towards an Anthropology of the Female Body (also Women's Studies 480) Spring. 4 credits. Prerequisite: at least two social science courses.

Hours to be arranged. G. Fraser.
The main purpose of this course is to create a context for the discussion of central issues in the cross-cultural literature on the relationship between the female self, her body-mind, and the wider social order(s). All too easily Western feminists acknowledge but neglect to incorporate into their theoretical framework the perspectives of women from non-Western societies, from different historical periods, and from divergent classes. Do these differences challenge or support our vision of gender as a unifying category? By focusing on women's embodied selves, the hope is that we will begin to develop a critical theory that will reshape the boundaries of our old assumptions.

VI. Theory and History of Anthropology

306 Ethnographic Description Spring. 4 credits. T R 10:10–11:25. J. T. Siegel.

This course shows students the nature of ethnography by showing them the practice of ethnographers. The history of anthropology indicates that it is such practice, combined with ideas from outside the discipline, that has produced significant results. Our object of study is "learning at Cornell." We will describe the contexts of learning here. Aspects of life at Cornell that may at first seem peripheral, such as boredom, music, fashion, and odors, will be looked at for the role they play in education. The place of money and commodities will also be examined.

408 Gender Symbolism (also Women's Studies 408) Spring. 4 credits.

T 11:40–1:40. K. S. March.
This seminar explores the propositions that gender is (1) not a collage of cultural universals, but nevertheless elemental to the construction of culture, and (2) not simply or transparently about the sexes, but still integral to the construction of self and society. We will look at various cultures of gender, the processes and concomitants of their formation, and the place of the people who live and believe in them. In particular we will try to look beyond Western constructions of mutually exclusive, hierarchically related, and universally applied gender.

412 Contemporary Anthropological Theory Fall. 4 credits.

M W F 11:15. B. Lambert.
A survey of the assumptions anthropologists make concerning the nature of society and culture, and the explanations they have proposed for social behavior, values, belief systems, and ritual. Problems of order in society will be approached through processual

analysis and the concept of transaction; problems of understanding other cultures, through interpretative and structural studies of cultural logic and symbolism. Examples will be drawn from Western and non-Western societies, past and present.

[414 Anthropology and History Spring. 4 credits. Not offered 1988–89.]

[417 Structuralism: For and Against Spring. 4 credits. Not offered 1988–89.]

[420 Development of Anthropological Thought Spring. 4 credits. Not offered 1988–89.]

426 Ideology and Social Reproduction Spring. 4 credits.

M 7:30–9:30. P. S. Sangren.
What is the logic of the process that links culture and social institutions? Why do all cultural systems (including "science") embody an element of logical circularity or delusion? How do theories of society, economy, and nature relate to values, authority, power and legitimacy? Anthropology's comparative perspective on these questions is the focus of this course. Students will read and evaluate analyses of both familiar and exotic societies that focus on the dialectical relationship between ideas and institutions. The course will maintain a critical perspective toward contending theoretical positions (e.g., structuralist, Marxist, deconstructive), and encourage attention to the ideological dimensions of critical theory itself.

VII. Area Courses

230 Cultures of Native North America Fall. 4 credits.

M W F 2:30. B. Lambert.
A survey of the principal Eskimo and American Indian culture areas north of Mexico. Selected cultures will be examined to bring out distinctive features of the economy, social organization, religion, and worldview. Although the course concentrates on traditional cultures, some lectures and readings deal with changes in native ways of life that have occurred during the period of European-Indian contact.

331 The United States Spring. 4 credits. M W F 10:10. C. J. Greenhouse.

How do Americans define their own culture, and how do they learn how to "be" American? This course examines central images of American identity—freedom, equality, and individualism—and explores their relationship to major social institutions: the family, the marketplace, social control, the political process, and religion. Readings combine contemporary American ethnography, popular social commentary, and comparative perspectives from sociocultural anthropology. Field assignments and discussion supplement the readings.

[333 Ethnology of the Andean Region Spring. 4 credits. Not offered 1988–89.]

[334 Ethnology of Island Southeast Asia Fall. 4 credits. Not offered 1988–89.]

335 Peoples and Cultures of Mainland Southeast Asia Fall. 4 credits.

T R 10:10–11:25. A. T. Kirsch.
A survey of the peoples and cultures of mainland Southeast Asia from prehistoric to contemporary times.

[336 Ethnology of Oceania Fall. 4 credits. Not offered 1988–89.]

339 Peoples and Cultures of the Himalayas Fall. 4 credits.

M W F 10:10. K. S. March.
A comprehensive exploration of the peoples and cultures of the Himalayas. Ethnographic materials drawn on the lifeways of populations living in the Himalayan regions of Bhutan, India, Nepal, and Tibet. Some of the cultural issues to be examined through these sources include images of the Himalayas in the West, forms of social life, ethnic diversity, political and economic history, and religious complexity.

[342 Cultures and Societies of India, Nepal, and Sri Lanka] Fall. 4 credits. Not offered 1988–89.]

[343 Religion, Family, and Community in China] Spring. 4 credits. Not offered 1988–89.]

345 Japanese Society Fall. 4 credits.
M W F 9:05. Staff.

A survey of the social structure of Japan and a discussion of trends in urban and rural life during the past century. Topics to be emphasized include the family, ancestor worship, community and social organization, and urbanism and modernization.

[410 Balinese Culture: Description and Comparison] Fall. 4 credits. Not offered 1988–89.]

[433 Andean Thought and Culture] Spring. 4 credits. Not offered 1988–89.]

443 Religion and Ritual in Chinese Society Fall. 4 credits. Prerequisite: Anthropology 343 and background in the study of Chinese society.

T 2:30–4:30. P. S. Sangren.
This course explores topics in the anthropological study of Chinese religion, including aspects of cosmology, ritual, and mythology as they relate to Chinese society. A premise of the course is that religion embodies values basic to Chinese culture. Consequently, study of Chinese religion provides important insights into Chinese society. By the same token, Chinese religion must be understood in the context of Chinese social institutions (family, community, state).

456 Mesoamerican Religion, Science, and History Fall. 4 credits.

R 2:30–4:25. J. S. Henderson.
An introduction to belief systems in ancient Mexico and Central America, emphasizing the blending of religion, astrology, astronomy, myth, history, and prophecy. Using ethnohistorical information to interpret pre-Columbian books is a primary focus.

VIII. Related Courses in Other Departments

Introduction to Archaeology (Archaeology 100)

Stone Age Archaeology (Archaeology 317)

Human Biology and Evolution (Biological Sciences 275)

Human Paleontology (Biological Sciences 371)

Laboratory and Field Methods in Human Biology (Biological Sciences 474)

Cross-Cultural Psychology (Psychology 384 and Sociology 384)

Theories of Personality (Psychology 385 and Sociology 385)

Interpersonal and Social Stress and Coping (Psychology 486 and Sociology 486)

IX. Graduate Seminars

600-level courses are open to undergraduates who have fulfilled the prerequisites or by consent of the instructor.

Southeast Asia Seminar: Chinese and Southeast Asia (Asian Studies 601)

Southeast Asia Seminar: Malaysia and Singapore (Asian Studies 602)

Contemporary Sociological Theories of Development (Rural Sociology 606)

607–608 Special Problems in Anthropology 607, fall; 608, spring. Credit to be arranged.
Hours to be arranged. Staff.

[610 Myth and Mythology] Spring. 4 credits. Not offered 1988–89.]

[611 Hierarchies, Ritual, and History] Spring. 4 credits. Not offered 1988–89.]

612 History of Anthropological Thought Spring. 4 credits.

W 1:30–3:30. A. T. Kirsch.
Readings in original sources of importance to the development of anthropological thought.

Methods of Assessing Physical Growth in Children (Nutritional Sciences 612)

[614 Reading Ethnography] Spring. 4 credits. Not offered 1988–89.]

615 Culture and Exchange Fall. 4 credits.

T 10–12. D. H. Holmberg.
This seminar examines theories of exchange and their relation to theories of culture and society. Influential works on the nature of exchange by Mauss, Marx, Durkheim, Dumont, Levi-Strauss, Sahlins, Hyde, and others will provide the focus for exploring the interplay of exchange, social forms, and meaning. Along with consideration of these theoretical constructions, we will examine in detail the place of exchange and theories of exchange in studies of kinship, economy, ecology, ritual, hierarchy, aesthetics, and philosophy and in several ethnological accounts.

[619 Anthropological Approaches to the Study of Buddhism in Asia] Fall. 4 credits. Not offered 1988–89.]

[623 Himalayan Issues, Problems, and Prospects] Spring. Credit to be arranged. Not offered 1988–89.]

[626 Problems in Economic Anthropology] Fall. 4 credits. Not offered 1988–89.]

[627 Legal Anthropology] Spring. 4 credits. Not offered 1988–89.]

628 Political Anthropology Spring. 4 credits.

W 3:30–5:30. J. T. Siegel.
A comparison of political rhetoric in the Indonesian Old and New Orders. The bearing of such phenomena as newspapers, magazines, television, and various types of theater, music, and fiction, on the shaping of accommodation or opposition to the political order will be examined. A reading knowledge of Indonesian is required.

Anthropometric Assessment (Nutritional Sciences 630)

632 Andean Symbolism Spring. 4 credits.
Prerequisite: reading knowledge of Spanish and permission of instructor.

Hours to be arranged. B. J. Isbell.
This year the seminar will focus on the symbolism of violence in Andean culture. Topics include the language and metaphors of violence, messianic and utopian movements, and Andean concepts of order and disorder. The course will cover material from the present to the Incas.

[633 Andean Research] Fall or spring. 4 credits. Not offered 1988–89.]

634–635 Southeast Asia: Readings in Special Problems 634, fall; 635, spring. Credit to be arranged.

Hours to be arranged. Staff.

[636 Cognition and Classification] Fall. 4 credits. Not offered 1988–89.]

640–641 South Asia: Readings in Special Problems 640, fall; 641, spring. Credits to be arranged.

Hours to be arranged. D. H. Holmberg, K. S. March.
Selected readings in society, religion, and culture in South Asia.

645 Japanese Ethnology Spring. 4 credits.

Hours to be arranged. R. J. Smith.

This seminar is designed for advanced students who plan to conduct social science research in Japan. It deals with questions of historical continuity, the relationship of the individual to society, and the nature of contemporary Japanese social organizations. A reading knowledge of Japanese is strongly recommended.

[651 Anthropological Boundaries: Seminar on Film] Spring. 4 credits. Not offered 1988–89.]

653 Myth onto Film (also Theatre Arts 653) Fall or spring. 4 credits. Open to undergraduates and graduate students with permission of instructor.

Prerequisite: some knowledge of one of the following: anthropology, film, graphics, drawing, and painting.

T 2–4:25. R. Ascher.
In myths, whales fly, pebbles throw themselves across streams, and trees are transformed into women. Toward the end of visualizing myths—in particular the myths of other people—we explore the possibilities of animated film. The technique used is cameraless animation, that is, we draw and paint, frame by frame, directly onto movie film. The intellectual problem is to visualize the myths of others so that they are comprehensible to us but are not thought to be of us. Reading includes introductory works on both myth and animation, and there is background reading on the particular myth that is committed to film.

[656 Maya History] Fall. 4 credits. Not offered 1988–89.]

663 Hunters, Gatherers, and the Origins of American Agriculture Fall. 4 credits. Prerequisites: Anthropology 356 or equivalent. Open to qualified undergraduates.

W 12:20–2:15. T. F. Lynch.
The transition from hunting and gathering to agricultural subsistence, with particular attention to demographic, ecological, and coevolutionary factors. Topics to be emphasized are the history of thought on agricultural origins, archaeological evidence bearing on these theories, contrasts and conflicts between Western and non-Western systems, and the effects of agricultural instability and environmental degradation, particularly in the Americas.

664 Problems in Archaeology: "Early Man" in America Spring. 4 credits. Open to qualified undergraduates. Prerequisite: Anthropology 354.

W 12:20–2:15. T. F. Lynch.
The peopling of the Western Hemisphere will be considered in historical perspective, as it has been dealt with by archaeologists, geologists, and paleoecologists. Emphasis will be on contextual analysis and environmental adaptations, as well as chronology, with topics drawn from both North and South American archaeology.

Human Evolution: Concepts, History and Theory (Biological Sciences 673)

Design and Data Analysis in Development Research (Rural Sociology 715)

901–902 Field Research 901, fall; 902, spring. Credit to be arranged.

Hours to be arranged. Staff.

Arabic and Aramaic

See Department of Near Eastern Studies.

Archaeology

A. L. Bloom (geological sciences), R. G. Calkins (history of art), K. M. Clinton (Classics), J. E. Coleman (Classics), R. T. Farrell (English), J. S. Henderson (anthropology), P. I. Kuniholm (archaeology/Classics), T. F. Lynch (anthropology), D. I. Owen (Near Eastern

studies), A. Ramage (history of art; director, Archaeology Program), B. S. Strauss (history), T. P. Volman (archaeology), director of undergraduate studies

Archaeology is an interdisciplinary field at Cornell, which is one of the few universities in the United States to offer a separate archaeology major. Program faculty members, affiliated with several departments, coordinate course offerings and help students identify opportunities for fieldwork, graduate study, and professional positions.

The Major

The basic introductory course for both majors and nonmajors is Archaeology 100. This course covers the broadest range of archaeology in terms of area and time and deals with method as well as results. Those with a fairly serious interest, particularly prospective majors, are encouraged to take the optional one-hour section, Archaeology 101, which provides practical experience with archaeological materials. Archaeology 402, which considers research design, and Archaeology 404, which examines interpretive frameworks, are especially recommended for majors.

Since the major draws on the teaching and research interests of faculty from many departments in order to present a broad view of the archaeological process, a student interested in the archaeology major should discuss his or her course of study with a participating faculty member as early as possible. In some areas of specialization, intensive language training should be coordinated with other studies as early as the freshman year.

As prerequisite to the major a student must complete Archaeology 100. Once admitted to the major, the student must take an additional 36 credits in courses from the archaeology list, chosen in consultation with the major adviser. These courses should provide exposure to a broad range of archaeologically known cultures and the methods of revealing and interpreting them. They must be distributed as follows:

- 1) At least two courses from each of the categories below (totaling at least 30 credits, including 16 at the 300 level or above):
Theory and Interdisciplinary Approaches (B)
Old World Archaeology (C)
New World Archaeology (D)
- 2) At least two related courses (list available in Archaeology Program office)

Honors. Honors in archaeology is awarded on the basis of the quality of an honors essay and the student's overall academic record. Candidates for the honors program should consult with the director of undergraduate studies before the beginning of the senior year. The honors essay is normally prepared in consultation with a faculty adviser during the senior year; students may enroll in Archaeology 300 for this purpose.

Fieldwork. Every student should gain some practical experience in archaeological fieldwork on a project authorized by his or her adviser. This requirement may be waived in exceptional circumstances. The Jacob and Hedwig Hirsch bequest provides support for a limited number of students to work at excavations sponsored by Cornell and other approved institutions.

The Concentration

Students in Cornell schools and colleges other than Arts and Sciences may elect a concentration in archaeology. To concentrate in archaeology, the student must complete Archaeology 100 with a grade of C or better and at least four advanced courses in archaeology, distributed among the three groups stipulated in (1) in the description of the major, above. Concentrators are eligible for Hirsch Scholarships in support of fieldwork.

Freshman Writing Seminars

For course descriptions see the freshman writing seminar brochure.

A. Introductory Courses and Independent Study Courses

100 Introduction to Archaeology Spring. 3 credits.

M W F 1:25. 2 evening prelims. T. Volman.
A broad introduction to archaeology—the study of material remains to answer questions about the human past. The history, methods, and interpretive frameworks of archaeology are presented, followed by a survey of the archaeological record from human origins, through the development of food production, to the rise and spread of civilizations. Guest lectures by members of the Cornell Archaeology Program are an integral part of the course.

101 Introduction to Archaeology, Section Spring. 1 credit. Limited to 35 students. Optional section to be taken concurrently with Archaeology 100. Prospective archaeology majors are encouraged to participate in this section, although it is open to all interested students.

R 11:40. T. Volman.
A series of practical and special topics. The section includes analysis of archaeological materials, demonstrations, and visits to campus facilities.

300 Individual Study in Archaeology and Related Fields Fall or spring. Credit to be arranged. Prerequisite: Archaeology 100 or permission of instructor.

Hours to be arranged. Staff.
Students pursue topics of particular interest with the guidance of a faculty member.

B. Theory and Interdisciplinary Approaches

203 Early People: The Archaeological and Fossil Record (also Anthropology 203) Fall. 3 credits.

T R 11:40–12:55. T. Volman.
A survey of the archaeological and fossil record of human evolution. Contributions by researchers from a variety of disciplines are highlighted, as are the discoveries, personalities, and controversies that have enlivened the study of human evolution for more than a century. Critical evaluation of evidence and interpretations will be stressed. Demonstrations and films supplement the lectures.

308 Dendrochronology of the Aegean (also Classics 309) Fall or spring. 4 credits. Limited to 10 students. Prerequisites: Archaeology 100 or Classics 220, and permission of instructor.

M 12:20; two labs to be arranged. P. I. Kuniholm.
Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in Greece or Turkey.

[317 Stone Age Archaeology Fall. 4 credits. Not offered 1988–89.

T. Volman.
A survey of current approaches to the archaeological record of Stone Age peoples, from the earliest sites to those of recent times. Case studies are used to illustrate the nature of archaeological occurrences, excavation procedures, and analytical methods. Multidisciplinary efforts to expand our knowledge of prehistoric lifeways and behaviors are a major concern of the course.]

356 Practical Archaeology (also Classics 356) Spring. 4 credits. Prerequisite: one course in archaeology.

T R 11:40–12:55. J. Coleman.
The fundamentals of archaeological fieldwork, including techniques of excavation and recording. Hands-on experience in cataloging of ancient objects in the Herbert F. Johnson Museum of Art and the collection of the Department of Classics and with surveying equipment such as the dumpy level. No previous fieldwork background required. Especially recommended for those planning to participate in summer field programs such as the Cornell project at Halai and East Lokris in Greece.

402 Archaeological Research Design (also Anthropology 402) Fall. 4 credits. Prerequisite: permission of instructor.

W 2:30–4:25. J. S. Henderson, T. P. Volman.
Archaeological practice demands careful definition of research objectives and appropriate strategies before excavation or other fieldwork begins. Critical information lies in the arrangement and associations of objects and structures; this context should be a basic concern of any field investigation, particularly when it is destroyed by excavation. The course relies on case studies to illustrate how surveys, excavations, and analytical techniques must be tailored to solving specific problems. A seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.

[404 Approaches to Archaeology (also Anthropology 404)] Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

J. S. Henderson, T. P. Volman.
An exploration of the concepts that have shaped modern archaeology. The course briefly examines the history of theoretical orientations in archaeology, then considers the variety of perspectives and interpretive frameworks that guide present-day investigations. Case studies illustrate the implications of the nature of the archaeological record for reconstructing subsistence and economic systems, trade, social and political organization, demography, and ideology. An undergraduate seminar especially recommended for undergraduate majors and graduate archaeologists but open to anyone with a serious interest in archaeology.]

[496 Public Archaeology (also Anthropology 496)] 4 credits. Not offered 1988–89.]

[Interpretation of the Archaeological Record (Anthropology 352)] Fall. 4 credits. Not offered 1988–89.]

[Archaeological Research Methods (Anthropology 358)] Not offered 1988–89.]

[Investigation of Andean Institutions: Archaeological Strategies (Anthropology 435)] Fall. 4 credits. Not offered 1988–89.]

[Seminar in Archaeology (Anthropology 493)] Fall. Not offered 1988–89.]

Seminar in Archaeology: The Maya (Anthropology 494) Spring. 4 credits.

W 2:30–4:25. J. S. Henderson.
An exploration of continuities in the Maya cultural tradition from pre-Columbian times through the period of European invasion to the present. A central theme is combining archaeological, ethnohistorical, and ethnographic information and approaches to reconstruct pre-Columbian cultural patterns and processes. The focus for 1989 is Maya farming systems and their evolution.

Hunters, Gatherers, and the Origins of American Agriculture (Anthropology 663) Fall. 4 credits.

Prerequisites: Anthropology 356 or equivalent. Open to qualified undergraduates.

W 12:20–2:15. T. F. Lynch.
The transition from hunting and gathering to agricultural subsistence, with particular attention to demographic, ecological, and coevolutionary factors. Topics to be emphasized are the history of thought on agricultural origins, archaeological evidence bearing on these theories, contrasts and conflicts between Western and non-Western systems, and the effects of agricultural instability and environmental degradation, particularly in the Americas.

Problems in Archaeology: "Early Man" in America (Anthropology 664) Spring. 4 credits. Prerequisite: Anthropology 354. Open to qualified undergraduates.

W 12:20–2:15. T. F. Lynch.
The peopling of the Western Hemisphere will be considered in historical perspective, as it has been dealt with by archaeologists, geologists, and paleoecologists. Emphasis will be on contextual

analysis and environmental adaptations, as well as chronology, with topics drawn from both North and South American archaeology.

Geomorphology (Geological Sciences 441) Fall. 3 credits. Prerequisite: Geology 102 or 201, or permission of instructor.

Lec, T R 9:05; lab. A. L. Bloom.
Origin of landforms and description in terms of structure, process, and stage.

[Glacial and Quaternary Geology (Geological Sciences 442)] Spring. 3 credits. Prerequisite: Geology 441 or permission of instructor. Not offered 1988–89; next offered 1989–90.
A. L. Bloom.
Glacial processes and deposits and the stratigraphy of the Quaternary period.]

Methodology Seminar II (History of Art 595) Spring. 4 credits.

M 2:30–4:30. R. G. Calkins.
An examination of various methods of investigation in the history of art and architecture. A requirement for all graduate students.

C. Old World Archaeology

[221 Minoan-Mycenaean Art and Archaeology (also Classics 221 and History of Art 221)] Fall. 3 credits. Students may not obtain credit for both this course and Classics 319. Not offered 1988–89.

P. I. Kuniholm.
The birth of civilization in Greece and the Aegean Islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.]

[233 Archaeology in Action II (also Classics 233)] Spring. 3 credits. Prerequisites: Archaeology 100 or Classics 220, and permission of instructor. Not offered 1988–89.

P. I. Kuniholm.
Objects from the Classical, Hellenistic, and Roman periods are "dug" out of Cornell basements, identified, cleaned, restored, cataloged, and photographed and are considered in their appropriate historic, artistic, and cultural contexts.]

250 Etruscan Art and Archaeology (also Classics 250 and History of Art 223) Fall. 3 credits.
M W F 12:20. J. Whitehead.

An examination of Etruscan culture for both its uniqueness and its diversity. The first part of the course will trace the history and the art of the Etruscans, beginning with questions of their origins and ending with their assimilation into the Roman state. Developments in artistic style run parallel to those in Greek art and illuminate the unique Etruscan character. The second half will focus on the individual cities and how strongly they differed from one another in their art, customs, practices, and relationship to Rome.

[275 Ancient Seafaring (also Near Eastern Studies 261)] Fall. 3 credits. Not offered 1988–89.
D. I. Owen.]

413 Sutton Hoo: Past, Present, and Future (also English 413/603) 4 credits. Spring. Prerequisite: some knowledge of the early Middle Ages.
W 2:30–4:30. R. T. Farrell.

The Sutton Hoo ship burial, excavated in 1939, is without doubt the most important early medieval site to have come to light in the present century. Not only was the splendor of an early seventh-century king brought to light, but an astonishing range of grave-goods in the ship showed the broad trade contacts, from Scandinavia to Byzantium, that existed then. This ship burial is closely associated with *Beowulf* and throws light on all of Old English literature. The course is structured as an interdisciplinary seminar open to those interested in English, medieval studies, history of art, history, and associated disciplines. Students will be encouraged to follow individual lines of inquiry in oral reports and papers; a substantial research paper will be required of graduate students.

423 Ceramics (also History of Art 423 and Classics 423) Fall. 4 credits. Prerequisite: permission of instructor.

T 2:30–4:30. A. Ramage.
Greek and Roman pottery specimens from several Near Eastern and Mediterranean sites will be studied to provide direct experience in one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. A report, delivered in class, will concern ancient ceramic materials or particular types and periods. Practical experience in making and decorating pottery will be encouraged.

434 The Rise of Classical Greece (also Classics 434 and History of Art 434) Spring. 4 credits. Prerequisite: Classics 220 or 221 or History of Art 220 or 221 preferred.

T R 2:55–4:25. P. I. Kuniholm.
The art and archaeology of the Greek dark ages. Topics include site reports, pottery, metalworking, the introduction of the alphabet, the beginnings of coinage, and links with Anatolia and the Near East.

[493 Archaeology beyond the Academy] 3 credits. Spring. Not offered 1988–89.
R. T. Farrell.]

Mediterranean Archaeology (Classics 219 and Near Eastern Studies 267) Fall. 3 credits.
T R 10:10–11:25. J. Coleman.

An examination of the archaeological bases of ancient Mediterranean civilization with special focus on contacts and interrelations in the Bronze Age (ca. 3500–1100 B.C.). Topics include the Neolithic of Anatolia, Greece, and the Near East; the rise of civilization in Egypt; the Bronze Age states of Syro-Palestine (Ebla, Ugarit, Byblos, etc.); Cyprus, copper, and the Alasia question; the Hittites and Bronze Age Anatolia; the early Bronze Age in Greece; Minoans, Mycenaeans, and their eastern and western contacts; the Bronze Age in the western Mediterranean; and ancient ships and trade in the late Bronze Age.

Minoan-Mycenaean Archaeology (Classics 319) Spring. 4 credits. Prerequisite: participants are expected already to have completed some course work in Mediterranean or classical archaeology (e.g., Classics 219/Near Eastern Studies 267 or Classics/History of Art 220). Students may not obtain credit for both this course and Archaeology/Classics/History of Art 221.

T R 10:10–11:25. J. Coleman.
The art and archaeology of Greece and the Aegean in the Bronze Age (c. a. 3500–1100 B.C.). Detailed treatment is given to the Minoan and Mycenaean civilizations of the middle and late Bronze Age. Other topics include the Neolithic "background" of Aegean civilization; the early Bronze Age in Greece, Crete, and the Cycladic islands; the volcanic eruption of Thera; Aegean interconnections with Cyprus and the Near East; and, in particular, the evidence for Mycenaean shipping, trade, and immigration from 1400–1100 B.C. Two papers will be presented in class, and these will subsequently be handed in and graded.

[Arts and Monuments of Athens (Classics 320 and History of Art 320)] Spring. 4 credits. Prerequisite: Classics 220 or permission of instructor. Not offered 1988–89.]

Greeks and Their Neighbors (Classics 322 and History of Art 328) Fall. 4 credits. Prerequisite: Classics/History of Art 328) Fall. 4 credits. Prerequisite: Classics/History of Art 220 or Classics/History of Art 221, or permission of instructor.

T R 1:25–2:40. J. Coleman.
A study of the archaeological and other evidence for the interaction between Greek civilization and the eastern and western Mediterranean from the thirteenth to the fourth centuries B.C.E. The course will focus on Greek relationships with Phoenicia and the rest of the Levant, Cyprus, Anatolia, and the Etruscans in the post-Bronze Age period.

[Graduate Seminar in Bronze Age Archaeology (Classics 629)] Fall. Not offered 1988–89.
J. Coleman.]

[Seminar in Classical Greek Archaeology: Graduate (Classics 630)] Fall. 4 credits. Not offered 1988–89.]

[Ancient Greece from Homer to Alexander the Great (History 265)] 4 credits. Fall. Not offered 1988–89.
B. Strauss.]

Introduction to Art History: The Art of the Classical World (History of Art 220 and Classics 220) Spring. 3 credits.

M W F 10:10. A. Ramage.
The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic and the art of the Romans from the early republic to the late empire.

Introduction to Art History: Monuments of Medieval Art (History of Art 230) Spring. 3 credits.
M W F 12:20. R. Calkins.

An introduction to the approaches to art history through a study of selected works of art from the Middle Ages: architecture, sculpture, painting, manuscript illumination, metalwork, and ivory.

Arts of the Roman Empire (History of Art 322) Fall. 4 credits. Prerequisite: History of Art 220 or permission of instructor.
M W F 9:05. A. Ramage.

The visual arts in the service of the first world state. The course starts with the Etruscan and Republican period but concentrates on monuments of the Imperial era in Italy and the provinces until the time of Constantine.

[Greek Vase Painting (History of Art 325 and Classics 325)] Fall. 4 credits. Not offered 1988–89.
A. Ramage.]

[Greek and Roman Coins (History of Art 327 and Classics 327)] Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.
P. Kuniholm.]

[Architecture of the Middle Ages (History of Art 332 and Architecture 382)] Fall. 4 credits. Not offered 1988–89.
R. G. Calkins.]

[Seminar on Roman Art (History of Art 427)] Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.
A. Ramage.]

[Seminar in Greek Sculpture (History of Art 431)] Not offered 1988–89.]

[Sardis and the Cities of Asia Minor (History of Art 432 and Classics 432)] Spring. 4 credits. Not offered 1988–89.
A. Ramage, P. Kuniholm.]

Problems in Medieval Art and Architecture (History of Art 531) Fall. 4 credits. Prerequisite: permission of instructor.
M 2:30–4:30. R. G. Calkins.
Topic for fall 1988: the archaeology of the book.

[The History and Archaeology of Ancient Israel to 450 B.C.E. (Near Eastern Studies 243)] Spring. 4 credits. Not offered 1988–89.
D. I. Owen.]

[Agriculture and Society in the Ancient Near East (Near Eastern Studies 264)] 3 credits. Spring. Not offered 1988–89.
D. Owen.]

[History and Archaeology of Ebla (Near Eastern Studies 362 and Archaeology 362)] Fall. 4 credits. Not offered 1988–89.
D. I. Owen.]

[History and Archaeology of Ancient Egypt (Near Eastern Studies 367)] 4 credits. Fall. Not offered 1988–89.
D. Owen.]

[International Trade, Market, and Politics in the Ancient Near East (Near Eastern Studies 463 and Society for the Humanities 425)] Fall. 4 credits. Not offered 1988–89.]

D. New World Archaeology

[361 Field Archaeology in South America (also Anthropology 361)] Spring. 10 credits. Prerequisite: permission of instructor. Not offered 1988–89.

Hours to be arranged (off campus in Chile).
T. F. Lynch.]

The Peopling of America (Anthropology 354) Fall. 4 credits.

TR 8:40–9:55. T. F. Lynch.

Prehistoric discovery of the New World, beginning with American Indian origins in Asia and ending with the largely unrecorded European medieval contact with North America. Major topics include crossing the Bering land bridge, big-game hunting and extinctions, postglacial adaptations to changing environments, diversified subsistence in the eastern woodlands, agricultural civilizations of the Midwest and Southwest, and Eskimo and Norse exploration and settlement across the Arctic and North Atlantic.

Archaeology of Mexico and Central America (Anthropology 355) Spring. 4 credits.

TR 2:55–4:10. J. S. Henderson.

A survey of the cultural history of ancient Mexico and Central America, emphasizing Aztec and Maya civilizations. The use of ethnographic and historical information to enrich archaeological interpretation is a general theme. Specific topics include the emergence of settled farming life, the rise of civilization and the state, and the development of mechanisms that linked the many societies in the region into a single sphere of interaction.

The Archaeology of South America (Anthropology 356) Spring. 4 credits.

TR 8:40–9:55. T. F. Lynch.

Origins and development of South American peoples, subsistence systems, cultures, and civilizations, with special attention to Peru, Bolivia, Chile, and Ecuador. Major topics include the question of the first inhabitants, domestication of plants and animals, the rise of temple-based religions and great art styles, regional interaction, and the formation of militaristic polities and the Inca state.

Mesoamerican Religion, Science, and History (Anthropology 456) Fall. 4 credits.

R 2:30–4:25. J. S. Henderson.

An introduction to belief systems in ancient Mexico and Central America, emphasizing the blending of religion, astrology, astronomy, myth, history, and prophecy. Using ethnohistorical information to interpret pre-Columbian books is a primary focus.

[Maya History (Anthropology 656)] Fall. 4 credits. Not offered 1988–89.

J. S. Henderson.]

Asian Studies

E. M. Gunn, chairperson and director of undergraduate studies, (388 Rockefeller Hall, 255-5095);
B. R. Anderson, R. Barker, M. G. Bernal, K. Brazell, T. Chalcoemtiarana, M. C. Chou, S. Cochran,
R. D. Colle, E. W. Coward, Jr., B. deBary, G. Diffloth,
E. C. Erickson, S. Feldman, G. Fields, J. W. Gair,
M. D. Glock, D. Gold, M. Hatch, D. Holmberg,
J. Huang, J. Jasanoff, M. Katzenstein,
K. A. R. Kennedy, A. T. Kirsch, J. V. Koschmann,
L. C. Lee, T. Lyons, D. R. McCann, B. G. MacDougall,
K. March, T. L. Mei, G. M. Messing, S. Mohanty, V. Nee,
S. J. O'Connor, T. J. Pempel, C. A. Peterson,
T. Poleman, N. Sakai, P. S. Sangren, C. L. Shih,
T. Shiraiishi, V. Shue, J. T. Siegel, R. J. Smith,
J. Wheatley, C. White, J. Whitman, J. U. Wolff, D. Wyatt,
M. W. Young, A. Yee, A. Zito

The Department of Asian Studies encompasses the geographical areas of East Asia, South Asia, and Southeast Asia and offers courses in most of the disciplines of the social sciences and the humanities. Asian studies courses through the 400 level are taught in English and are open to all students in the university. Some of these courses may be counted toward majors in other departments; others fulfill the humanities distribution requirement.

The Major

The applicant for admission to the major in Asian studies must have completed at least one area studies course selected from among those listed under the Department of Asian Studies and must receive permission for admission to the major from the director of undergraduate studies. The student must have received a minimum grade of C in this course and in all other courses counted toward the major.

A student majoring in Asian studies is required to complete two courses at the 200 level (a minimum of 6 credits with a grade of C or better) in one of the Asian languages offered at Cornell. The major consists of at least 30 additional credits (which may include up to 6 credits of further language study) selected by the student in consultation with his or her adviser from among the courses listed under the Department of Asian Studies and numbered 250 and above. Majors in Asian studies normally specialize in the language and culture of one country and often choose an additional major in a traditional discipline.

Concentration in Southeast Asia Studies

A candidate for the Bachelor of Arts or Bachelor of Science degree at Cornell may take a concentration in Southeast Asia studies by completing 15 credits of course work, including a history course and three courses or seminars at the intermediate or advanced level, two of which may be Southeast Asian language courses. Students taking a concentration in Southeast Asia studies are members of the Southeast Asia Program and are assigned an adviser from the program faculty. Such students are encouraged to commence work on a Southeast Asian language and to take advantage of summer intensive language training.

Distribution Requirement for Nonmajors

Humanities: any two courses in Asian art, literature, or religion given by the Department of Asian Studies or listed there under the areas of China, Japan, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area. Alternative sequences will, under special circumstances, be considered but require the permission of the director of undergraduate studies. Any two of the following five 200-level courses form a sequence that satisfies the humanities distribution requirement: Asian Studies 211, 212, 215, 218, and 220.

Social Sciences: any two courses in Asian anthropology, economics, government, linguistics, or sociology given by the Department of Asian Studies or listed there under the areas of China, Japan, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area. Alternative sequences will, under special circumstances, be considered but require the permission of the director of undergraduate studies.

History: any two courses in Asian history given by the Department of History and listed under the Department of Asian Studies under the areas of China, Japan, South Asia, and Southeast Asia, excluding only freshman writing seminars and courses given outside the College of Arts and Sciences. A reasonable sequence is formed by taking any two courses in the same area. Alternative sequences will, under special circumstances, be considered but require the permission of the director of undergraduate studies.

Honors. To be eligible for honors in Asian studies, a student must have a cumulative grade average of B+ in all Asian studies courses and must successfully complete an honors essay during the senior year. Students who wish to be considered for honors should apply to the director of undergraduate studies during the second term of their junior year. The application must include an outline of the proposed project and the endorsement of a faculty adviser. During the first term of the senior year the student does research for the essay in conjunction with an appropriate Asian studies course or Asian Studies 401. Students of China and Japan must also complete Asian Studies 611. By the end of the first term the student must present a detailed outline of the honors essay and have it approved by the faculty sponsor and the director of undergraduate studies. The student is then eligible for Asian Studies 402, the honors course, which entails writing the essay. At the end of the senior year, the student has an oral examination (with at least two faculty members) covering both the honors essay and the student's area of concentration.

Intensive Language Program (FALCON)

For those students desiring to accelerate their acquisition of Chinese, Japanese, or Indonesian, Cornell offers a full-time intensive language program, the Full-Year Asian Language Concentration (FALCON). FALCON students spend six hours a day, five days a week, for periods of up to a full year studying only the language and thus are able to complete as many as twelve hundred hours of supervised classroom and laboratory work in one year. For further information, students should contact the FALCON Program Office, Department of Modern Languages and Linguistics, 203 Morrill Hall (telephone: 607/255-6457).

Study Abroad

Cornell is a member of the Inter-University Centers for Chinese Language Study in Taipei and for Japanese Language Study in Yokohama. These centers offer intensive training in both spoken and written forms of the languages. The Kyoto Center for Japanese Studies (KCJS), which is scheduled to open in September 1989, is an undergraduate program for students who want to spend a year in Japan studying both language and culture.

Cornell is a class-A member of the American Institute of Indian Studies, which offers fellowships in India for intensive language study in Hindi, Bengali, and Tamil. Cornell also offers study abroad opportunities in South Asian studies at the School of Oriental and African Studies at the University of London. For further details, contact the South Asia Program office, 170 Uris Hall (telephone: 607/255-8493).

Other opportunities include a junior year abroad at IKIP-Malang, in Indonesia, or at the School of Oriental and African Studies, University of London. Many other options for study in Asia exist. Undergraduates should consult the Cornell Abroad program; graduate students should inquire at the East Asia Program, the South Asia Program, or the Southeast Asia Program offices.

Freshman Writing Seminars

[101 Women and Social Transitions in the Twentieth Century] Fall. 3 credits. Not offered 1988–89.]

[103 Revolutions and Social Values in Modern Chinese Literature] Fall. 3 credits. Not offered 1988–89.]

104 Three Ways of Thought Fall. 3 credits.

Fall: TR 1:25–2:40, T. L. Mel, T. Moran; spring: hours to be arranged, A. Zito.

Through a study of classical philosophical texts this course introduces students to three salient systems of belief in East Asian civilization: Confucianism, Taoism, and Zen Buddhism. Assigned readings will not be lengthy, but students should expect to devote their attention to close analysis of the text and to consider how writing style affects the content a given author may

want to convey. We will ask such questions as "What is the intrinsic nature of freedom?" "What is the proper role of humans in society?" "How do each of the schools account for immortality?" "How can one confidentially ascertain 'truth'?" Students are encouraged to consider applications of Chinese thought to their own lives and to discern rhetorical techniques that will enhance their own writing styles.

105 Feminine and Masculine Ideals in Japanese Culture (also Women's Studies 105) Spring. 3 credits.

M W F 10:10. P. Gabriel.
In its long history, Japanese culture has developed a large number of role models—the aristocrat, poet-priest, warrior, entertainer, "salary man," and "education mama"—and idealized them in its literature and art. Using these ideals as its subject matter, the seminar will give students practice in reading texts closely, analyzing ideas, and writing various types of papers. Through studying Japanese concepts of femininity and masculinity, the students will not only explore a new culture but will also gain new perspectives on their own cultures.

[110 People and Nature in East Asia] Fall. 3 credits. Not offered 1988–89.]

111 Perspectives on South Asia Fall. 3 credits.

T R 2:55–4:10. B. MacDougall.
Through classical texts, ethnographies, fiction, and films this course will explore the structure of South Asian village society. Topics to be discussed include the structure of village life, caste and class, kinship and gender, and the impact of Westernized urban society on traditional rural life-styles. Social scientific writings will be complemented by examples from assorted literary genres.

144 Plain Tales from the Raj: Language, Literature, and Experience in British India Spring. 3 credits.

Hours to be arranged. B. MacDougall.
The British ruled India for nearly two centuries, from the late eighteenth to the middle of the twentieth century. This was a period of intense activity, during which the written word was used to effectively communicate a wide range of attitudes, emotions, and experiences. This course will focus on Anglo-Indian literature as a product of a particular historical situation and as exemplary of the problems that arise from contact between two alien cultures. A central theme in the course is that British images of India put forth by Kipling, Forster, and others, are imaginative inventions, reflections derived from British views of their own civilization and from the declining fortunes of British rule on the Indian subcontinent.

[146 Travel, Exploration, and the Literature of Passage] 3 credits. Not offered 1988–89.]

Related Freshman Writing Seminars in Other Departments

[Comparative Literature 141 Sanskrit Masterpieces in Translation] Not offered 1988–89.]

[History 192 Japan and the West] 3 credits. Not offered 1988–89.
V. Koschmann.]

[History of Art 105 Traditions in Japanese Art] Not offered 1988–89.]

[History of Art 106 Art in a Landscape: The Traditional Arts of Southeast Asia] Not offered 1988–89.]

General Education Courses

211 Introduction to Japan Fall. 3 credits.

M W 11:15; disc, see roster. N. Sakai.
An interdisciplinary introduction to Japanese culture especially designed for students not majoring in Asian studies. The first part of the course focuses on traditional aspects of Japanese culture that are still

important today, while the second part analyzes contemporary society from a variety of perspectives. Guest lecturers from five or six departments speak on their areas of expertise.

212 Introduction to China Spring. 3 credits.
(4 credits with a special project; consult instructor for information.)

T R 1:25; disc, R 2:30 (3 sections), F 10:10 (2 sections), or F 11:15 (2 sections). E. M. Gunn.
An interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian studies.

215 Introduction to South Asian Civilization Spring. 3 credits (4 credits with a special project; consult instructor for information.)

M W F 11:15. D. Gold.
A general introduction to the civilizations of South Asia designed for nonmajors. Faculty members from several departments will focus on integrative themes in the study of South Asia: ethnic and linguistic diversity, tradition, and change. The course will provide an introduction to the geography, arts, religions, and history of India, as well as to those of other modern states of South Asia that share its cultural heritage.

218 Introduction to Korea Spring. 3 credits.

T R 2:30; disc, R 3:35, F 10:10, or F 11:15.
D. McCann.
An introduction to Korean culture and history from a variety of disciplinary perspectives.

[220 The Poet in Asia] Spring. 3 credits. Not offered 1988–89.
D. McCann.]

Asia—Literature and Religion Courses

The following courses are taught entirely in English and are open to any Cornell student.

250 Introduction to Asian Religions Fall. 3 credits.

T R 10:10–11:25. A. Zito.
A general introduction to the major religions of Asia (Hinduism, Buddhism, Taoism, and Shinto), their local interaction, and their impact on the cultures of India, China, and Japan. Based on readings of English translations of the canonical texts (*Bhagavad-Gita*, *Dhammapada*, *Lotus Sutra*, *Tao-te ching*, *Kojiki*), discussion will stress the relationships between the symbolic and mythological systems, as well as the rituals and the contemplative practices of each tradition. Two guided papers.

307 Asian Dance and Dance Drama (also Theatre Arts 307) Fall or spring. 3 credits. May be repeated for credit. Section 1: *Indian Dance*. Fall. Hours to be arranged. D. Sudan. [Section 2: *Japanese Noh Theatre*. Not offered 1988–89.] [Section 3: *Indonesian Dance Theatre*. Not offered 1988–89.] [Section 4: topic to be announced. Not offered 1988–89.]

310 Readings in Modern Korean Literature Fall. 3 credits. Limited to 25 students.

T R 10:10. D. McCann.
Stories, poems, newspapers, and the 1919 Declaration of Korean Independence: the course will examine the literary and other texts that helped to shape, or reflected, Korean history in the twentieth century.

313 The Japanese Film Spring. 4 credits.

Screenings, M W 4:30; lec, W 11:15; sec F 11:15, 12:20, or 1:25. B. deBary.
After an introduction to methods of film analysis the course presents a sequence of ten films by noted Japanese directors. The aim of the course is twofold: to enhance appreciation of film as an art form and to use the formal analysis of films to yield insights into Japanese society and culture. Particular attention is given to areas in which Japanese film, influenced by traditional arts and aesthetic principles, has resisted Hollywood editing codes.

[338 Japanese Theatre (also Theatre Arts 338)] 4 credits. Not offered 1988–89.
K. Brazell.]

349 Myth and Literature in India Fall. 4 credits.
M W 2:30–3:45. D. Gold.

The myths of India have been both narrated simply in popular story and elaborated at length in literary works. The course will examine some of the great mythic cycles of Hinduism and Buddhism and the ways in which they are presented in diverse literary genres. A study of materials from epics, romance, drama, and lyric poetry should help us understand both the powers of different traditional genres and the varied meanings of mythic themes in Indian life.

351 The Religious Traditions of India Fall. 4 credits.

M W F 11:15. D. Gold.
A study of the relationships between the main currents of Indian religion. The course will first focus on the Hindu tradition and its holistic worldview within the context of the caste system. It will then describe the rise of Jainism and Theravada and Mahayana Buddhism, as well as Hindu and Buddhist Tantrism, as religious phenomena reflecting the emergence of individualism.

[352 East Asian Buddhism] Spring. 4 credits. No prerequisites: Asian Studies 250 or 351 strongly recommended. Not offered 1988–89.]

[355 Japanese Religions] Fall. 4 credits. Not offered 1988–89.]

[357 Chinese Religions] Spring. 4 credits. Not offered 1988–89.]

[371 Chinese Philosophical Literature] Fall. 4 credits. Not offered 1988–89.
T. L. Mei.]

[372 Chinese Poetry] Spring. 4 credits. Not offered 1988–89.
T. L. Mei.]

373 Twentieth-Century Chinese Literature Spring. 4 credits.

M W F 2:30. E. M. Gunn.
A survey of the principle works in English translation, the course introduces fiction, drama, essay, and poetry of China beginning with the Republican era and continuing up to the present in the People's Republic and Taiwan, with attention to social and political issues and literary theory. One session each week will be devoted to discussion.

374 Chinese Narrative Literature Fall. 4 credits.
T R 1:25–2:40. Staff.

Selected works in classical Chinese fiction are read in translation. Major novels, such as *The Dream of the Red Chamber* and *Water Margin*, are emphasized.

375 Japanese Poetry and Poetic Prose Spring. 4 credits. Alternates with Asian Studies 377.
M W 2:30–3:45. N. Sakai.

An introduction (in English translation) to the great poets of premodern Japan. This course will cover court poetry, linked verse, haiku, poetic memoirs, travel diaries, and poem tales written between the eighth and the eighteenth centuries.

[376 Modern Japanese Literature: From Meiji through the Pacific War] Fall. 4 credits. Not offered 1988–89.
B. deBary.]

[377 Japanese Narrative Literature] Spring. 4 credits. Not offered 1988–89.]

378 The Postwar and the Postmodern in Japanese Literature Fall. 4 credits.

M W F 3:35. B. deBary.
The course will examine narrative, poetry, and drama produced in Japan from 1945 to the present, with special attention to the transition from "postwar" to "postmodernity" as organizing categories of literary discourse. Topics will include the early postwar debate

on subjectivity and the I-novel, the writers of Hiroshima and Nagasaki, the critique of "the modern" in avant-garde movements such as the Red and Black Tent theaters, popular literature (cartoons, "light" literature) and the emergence of Japan as a high-level consumer society in the 1980s, literature and sexual politics, and science fiction as cultural criticism.

[379 Southeast Asian Literature in Translation] Fall or spring. 4 credits. Not offered 1988–89.]

[386 Folk Literature of East Asia] Spring. 4 credits. Not offered 1988–89.]

388 Asian-American Literature Spring. 3 credits. Hours to be arranged.

[400 The Japanese Noh Theater and Modern Dramatists (also Comparative Literature 400)] 4 credits. Not offered 1988–89.]

[450 Thailand: A Buddhist Society] Summer. 4–5 credits (5 credits with research paper). Prerequisite: permission of instructor. Not offered 1988–89. T. Chaloeitirana.]

454 Women, Revolution, and Socialism (also Women's Studies 454) Spring. 4 credits.

T R 2:55–4:10. Visiting professor C. White. The course will examine the theory and practice of revolution and socialist development from the viewpoint of women revolutionaries and socialist thinkers as well as male socialist writers on "the woman question." The theoretical focus will be on the articulation of revolution in gender relations with the other revolutionary struggles against colonial, class, and ethnic domination, and the subsequent interaction between socialist development and women's liberation. There will be a detailed case study of Vietnam. In addition, material on women, revolution, and socialism in the Soviet Union, China, Africa (Mozambique), and Latin America (Cuba and Nicaragua) will deal with such concrete issues as land reform, agrarian transformation, family law, literacy and education, and political leadership.

457 Human and Divine Beings Spring. 4 credits. M W 2:30–3:45. D. Gold.

Human beings usually perceive the divine as something beyond their limited natures but can only imagine it through forms that they know. Often these forms take shape as a personality manifesting both human and divine aspects. In this course we will examine the tensions, contradictions, and ambiguities between the human and divine aspects of different types of personal gods and holy persons. How do these personalities work as foci for tradition? What do they mean for religious life? To answer these questions, we will read both secondary works giving interpretive perspectives and passages from liturgical, poetic, and narrative texts. The course will begin with lectures using examples from India to contrast problems of tradition presented by different types of human and divine beings. These examples will provide some continuing points of reference for cross-cultural study, in which students increasingly participate. Two oral presentations will be required, one toward the middle of the class, giving a clear outline of some relevant material in comparative or theoretical perspective. Hopefully, class discussion will provide input into a final paper. Final grades will be based on the paper, which should be about fifteen pages; the formal presentations; and class participation.

[460 Indian Meditation Texts] Spring. 4 credits. Not offered 1988–89.]

[496 Tokugawa Thought and Culture: Otherness, Text, and Body] Spring. 4 credits. Not offered 1988–89.]

Note: For complete descriptions of courses numbered 600 or above, consult the graduate faculty representative.

601 Southeast Asia Seminar: Chinese and Southeast Asia Fall. 4 credits. Hours to be arranged. J. Cushman.

602 Southeast Asia Seminar: Malaysia-Singapore Spring. 4 credits.

Hours to be arranged. Staff.

[604 Southeast Asia Seminar] Not offered 1988–89.]

[607–608 The Plural Society Revisited (also Government 653)] Fall. 4 credits. 607 may be taken independently for credit; 607 is a prerequisite for 608. Not offered 1988–89.]

611 Chinese and Japanese Bibliography and Methodology Fall. 1 credit. Prerequisite: permission of instructor. Required of honors students and M.A. candidates.

Sec. 1: Chinese, F 1:25; sec. 2: Japanese, F 2:30. M. C. Chou.

621 Seminar on South Asia: Peoples and Cultures of the Himalayas (also Anthropology 339) Fall. 4 credits.

Hours to be arranged. K. March.

622 Seminar on South Asia Topic to be announced.

650 Seminar on Asian Religions Spring. 2–4 credits. Prerequisite: permission of instructor. Hours to be arranged. A. Zito.

676 Southeast Asia Research Training Seminar Contact the Southeast Asia Program, 120 Uris Hall, 255-2378, for more information.

701–702 Seminar in East Asian Literature 701, fall; 702, spring. 1–4 credits. Hours to be arranged. Staff.

703–704 Directed Research

For additional courses on Asian religion, see "Related Courses" in the China and Japan area courses listing.

Asia—General Courses

401 Asian Studies Honors Course Fall. 4 credits. Intended for seniors who have been admitted to the honors program.

Staff.

Supervised reading and research on the problem selected for honors work.

402 Asian Studies Honors: Senior Essay Fall or spring. 4 credits. Prerequisite: admission to the honors program. The student, under faculty direction, prepares an honors essay.

403–404 Asian Studies Supervised Reading Fall, spring, or both. Credit to be arranged. Prerequisite: permission of instructor. Open to majors and other qualified students. Intensive reading under the direction of a member of the staff.

[403.1 Readings in Modern Korean Literature] Fall. 4 credits. Limited to 10 students. Prerequisite: permission of instructor. Not offered 1988–89. D. McCann.]

605–606 Master of Arts Seminar in East Asian Studies 605, fall; 606, spring. 2–4 credits. Hours to be arranged. Staff.

703–704 Directed Research 703, fall or spring; 704, fall or spring. Credit to be arranged. Staff.

Related Courses in Other Departments

[Meaning across Cultures (Anthropology 220)] Not offered 1988–89.]

Anthropology of the City (Anthropology 313)

[Histories of Ideas of Exotica (Anthropology 325)] Not offered 1988–89.]

[Balinese Culture: Description and Comparison (Anthropology 410)] Not offered 1988–89.]

[Hierarchies, Ritual, and History (Anthropology 611)] Not offered 1988–89.]

[Anthropological Approaches to the Study of Buddhism in Asia (Anthropology 619)] Not offered 1988–89.]

[Government and Politics of Southeast Asia (Government 344)] Not offered 1988–89.]

Politics in Contemporary Japan (Government 346)

[Politics of Industrial Societies (Government 348)] Not offered 1988–89.]

Political Role of the Military (Government 349)

[Comparative Revolutions (Government 350)] Not offered 1988–89.]

[Contemporary Revolutions (Government 355)] Not offered 1988–89.]

[The United States and Asia (Government 387)] Not offered 1988–89.]

Graduate Seminar in Political Economy of Change: Rural Development in the World (Government 648)

[Seminar in International Relations of Asia (Government 687)] Not offered 1988–89.]

Introduction to Asian Civilizations (History 190)

Introduction to Asian Civilizations in the Modern Period (History 191)

Introduction to Art History: Asian Traditions (History of Art 280)

[Buddhist Art in Asia (History of Art 381)] Not offered 1988–89.]

The Arts of Early China (History of Art 383)

Studies in Indian and Southeast Asian Art (History of Art 386)

Architecture and Gardens of Japan (History of Art 388)

Ceramic Art of Asia (History of Art 482)

[Problems in Asian Art (History of Art 580)] Not offered 1988–89.]

Related Courses in Other Colleges

The courses listed below will count as College of Arts and Sciences credit only for Asian studies majors.

Economics of Agricultural Development (Agricultural Economics 464)

Food, Population, and Employment (Agricultural Economics 660)

Macroeconomic Issues in Agricultural Development (Agricultural Economics 663)

Food and Nutrition Policy (Agricultural Economics 685 and Nutritional Science 685)

[Architecture in Its Cultural Context (Architecture 667–668)] Not offered 1988–89.]

Communication in the Developing Nations (Communication 624)

Social and Demographic Changes in Asia (Rural Sociology 439)

[Applications of Sociology to Development Programs (Rural Sociology 751) Not offered 1988–89.]

China—Area Courses

Economic Anthropology (Anthropology 326)

[Religion, Family, and Community in China (Anthropology 343) Not offered 1988–89.]

Religion and Ritual in Chinese Society (Anthropology 443)

Selected Topics in Socialist Economies: China (Economics 369 and 569)

Chinese Government and Politics (Government 347)

[Comparative Revolutions (Government 350) Not offered 1988–89.]

[Readings on the Great Cultural Revolution (Government 447) Not offered 1988–89.]

Political Economy of Contemporary China (Government 448) Not offered 1988–89.]

[Capitalism and Communism: Chinese and Japanese Patterns of Development (Government 462) Not offered 1988–89.]

[Politics of China (Government 645) Not offered 1988–89.]

China and the West before Imperialism (History 243)

History of China up to Modern Times (History 293)

[History of China in Modern Times (History 294) Not offered 1988–89.]

Early Warfare, East and West (History 360)

Undergraduate Seminar in Medieval Chinese History (History 492)

[Self and Society in Late Imperial and Twentieth-Century China (History 493) Not offered 1988–89.]

[Art and Society in Modern China (History 499) Not offered 1988–89.]

Chinese Historiography and Source Materials (History 691)

[Problems in Modern Chinese History (History 693–694) Not offered 1988–89.]

[Seminar in Medieval Chinese History (History 791–792) Not offered 1988–89.]

[Seminar in Modern Chinese History (History 793–794) Not offered 1988–89.]

[Introduction to the Arts of China (History of Art 380) Not offered 1988–89.]

The Arts of Early China (History of Art 383)

[Chinese Painting (History of Art 385) Not offered 1988–89.]

[The Arts of Southeast Asia (History of Art 396) Not offered 1988–89.]

[The Arts in Modern China (History of Art 481) Not offered 1988–89.]

Ceramic Art of China and Southeast Asia (History of Art 482)

[Chinese Art of the T'ang Dynasty (History of Art 483) Not offered 1988–89.]

[Studies in Chinese Painting (History of Art 486) Not offered 1988–89.]

Contemporary Chinese Society (Sociology 369)

Other courses dealing extensively with China are Architecture 667–668; Government 348, 350, 387, 446, and 645; History 190 and 191; History of Art 280, 381, 482, 580, and 596.

China—Language Courses

Elementary Course (Chinese 101–102)

Cantonese Elementary Course (Chinese 111–112)

FALCON (full-time course, Chinese 161–162)

Intermediate Chinese (Chinese 201–202)

Intermediate Cantonese (Chinese 211–212)

Advanced Chinese (Chinese 301–302)

Advanced Chinese Conversation (Chinese 303–304)

Advanced Cantonese (Chinese 311–312)

[History of the Chinese Language (Chinese 401) Not offered 1988–89.]

[Linguistic Structure of Chinese I (Chinese 403) Not offered 1988–89.]

[Linguistic Structure of Chinese II (Chinese 404) Not offered 1988–89.]

[Chinese Dialects (Chinese 405) Not offered 1988–89.]

Readings in Modern Chinese (Chinese 411–412)

Chinese Reading Tutorials (Chinese 413–414)

[Chinese Dialect Seminar (Chinese 607) Not offered 1988–89.]

China—Literature Courses

Introduction to Classical Chinese (Chinese 213–214)

Chinese Philosophical Texts (Chinese 313)

[Classical Narrative Texts (Chinese 314) Not offered 1988–89.]

Readings in Modern Chinese Literature (Chinese 411–412)

T'ang and Sung Poetry (Chinese 420)

Directed Study (Chinese 421–422)

[Readings in Literary Criticism (Chinese 424) Not offered 1988–89.]

Approaches to *Hung lou meng* (Chinese 428)

[Readings in Folk Literature (Chinese 430) Not offered 1988–89.]

Seminar in Chinese Poetry and Poetics (Chinese 603)

Seminar in Chinese Fiction (Chinese 605)

Seminar in Folk Literature (Chinese 609)

Advanced Directed Reading (Chinese 621–622)

Japan—Area Courses

Japanese Society (Anthropology 345)

Japanese Ethnology (Anthropology 645)

Business and Labor in Politics (Government 334)

Politics in Contemporary Japan (Government 346)

[Politics of Productivity: Industrial Adjustment in Japan and West Germany (Government 430) Not offered 1988–89.]

[Capitalism and Communism: Chinese and Japanese Patterns of Development (Government 462) Not offered 1988–89.]

Comparative Politics Field Seminar (Government 605)

Introduction to Asian Civilizations in the Modern Period (History 191)

[Japan and the West (History 192) Not offered 1988–89.]

State, Society, and Culture in Japan to 1750 (History 297)

State, Society, and Culture in Modern Japan (History 298)

[War as Myth and History in Postwar Japan (History 399) Not offered 1988–89.]

[Seminar in Tokugawa Thought and Culture (History 489) Not offered 1988–89.]

Seminar in Japanese Thought (History [797]–798) [797 not offered 1988–89.]

The Arts of Japan (History of Art 384)

Architecture and Gardens of Japan (History of Art 388)

[Japanese Painting (History of Art 389) Not offered 1988–89.]

Studies in Japanese Art and Architecture (History of Art 484)

[Ceramic Arts of Japan (History of Art 485) Not offered 1988–89.]

Industrial Policy: Lessons for the United States from Japan and Europe (Management NBA 580)

Business in Japan (Management NBA 589)

Other courses dealing extensively with Japan are Anthropology 313; Architecture 667–668; Education 678; Government 348 and 387; History 190 and 191; History of Art 280, 381, 388, 482, 491, 580, and 596.

Japan—Language Courses

Elementary Course (Japanese 101–102)

Accelerated Introductory Japanese (Japanese 123)

[Introductory Japanese for Business Purposes (Japanese 141–142) Not offered 1988–89.]

FALCON (full-time intensive course, Japanese 161–162)

Intermediate Japanese Reading I (Japanese 201–202)

Intermediate Japanese Conversation (Japanese 203–204)

Intermediate Japanese Reading I and Conversation (Japanese 205–206)

Transition to Intermediate Japanese Conversation (Japanese 223)

Intermediate Japanese for Business Purposes (Japanese 241–242)

Intermediate Japanese Reading II (Japanese 301–302)

Communicative Competence (Japanese 303–304)

Advanced Japanese for Business Purposes (Japanese 341–342)

Advanced Japanese Reading (Japanese 401–402)

[Linguistic Structure of Japanese (Japanese 404) Not offered 1988–89.]

Oral Narration and Public Speaking (Japanese 407–408)

History of Japanese Language (Japanese 410)

Directed Readings (Japanese 421–422)

[Introductory Japanese for Business Purposes (Japanese 541–542) Not offered 1988–89.]

Intermediate Japanese for Business Purposes (Japanese 543–544)

Advanced Japanese for Business Purposes (Japanese 545–546)

Japan—Literature Courses

Introduction to Classical Japanese (Japanese 406)

Directed Readings (Japanese 421–422)

Seminar in Classical Literature (Japanese 611)

Seminar in Medieval Literature (Japanese 612)

Seminar in Tokugawa Literature (Japanese 613)

Seminar in Modern Literature (Japanese 614)

Advanced Readings in Premodern Narrative (Japanese 621)

Advanced Readings in Premodern Poetry (Japanese 622)

Advanced Readings in Premodern Drama (Japanese 623)

Advanced Readings in Modern Literature (Japanese 624)

South Asia—Area Courses

Food, Population, and Employment (Agricultural Economics 660)

Peoples and Cultures of the Himalayas (Anthropology 339 and Asian Studies 621)

[Cultures and Societies of India, Nepal, and Sri Lanka (Anthropology 342) Not offered 1988–89.]

[Anthropological Approaches to the Study of Buddhism in Asia (Anthropology 619) Not offered 1988–89.]

[Himalayan Issues, Problems, and Prospects (Anthropology 623) Not offered 1988–89.]

South Asia: Readings in Specific Problems (Anthropology 640–641)

[Architecture in Its Cultural Context (Architecture 667–668) Not offered 1988–89.]

Introduction to South Asian Civilizations (Asian Studies 215)

Introduction to Asian Religions (Asian Studies 250)

The Religious Traditions of India (Asian Studies 351)

South Asia Seminar: Peoples and Cultures of the Himalayas (Asian Studies 621 and Anthropology 339)

South Asia Seminar: Topic to be announced. (Asian Studies 622)

The Global City (City and Regional Planning 101)

[Transnational Corporations and Developing Regions (City and Regional Planning 775) Not offered 1988–89.]

Theories of Development and Underdevelopment (City and Regional Planning 777)

Communication in the Developing Nations (Communication Arts 624)

[Fictions of India (English 353) Not offered 1988–89.]

[India: Social and Economic Change in a Democratic Polity (Government 351) Not offered 1988–89.]

The Political Economy of Change (Government 648)

[Agrarian Change in South Asia—Politics, Society, and Culture (Government 651) Not offered 1988–89.]

[Buddhist Art in Asia (History of Art 381) Not offered 1988–89.]

Studies in Indian and Southeast Asian Art (History of Art 386)

Dravidian Structures (Linguistics 440)

Indo-Aryan Structures (Linguistics 442)

Rigveda (Linguistics 619)

Introduction to Pali (Linguistics 639–640)

[Elementary Sanskrit (Linguistics 641–642) Not offered 1988–89.]

Directed Research (Linguistics 701–702)

Rural Sociology and Agrarian Problems (Rural Sociology 205)

Gender Relations and Social Change (Rural Sociology 425)

Rural Social Stratification (Rural Sociology 445)

[Politics of Policy Planning and Evaluation (Rural Sociology 675) Not offered 1988–89.]

[Applications of Sociology to Development Programs (Rural Sociology 751) Not offered 1988–89.]

Sociotechnical Aspects of Irrigation (Rural Sociology 754, Government 644, Agricultural Engineering 754, and Agricultural Economics 754)

Other courses dealing extensively with South Asia are Anthropology 321 and 611; Agricultural Economics 464; Communication Arts 626; Government 387 and 687; History 190 and 191; History of Art 280, 482, 580, and 596.

South Asia—Language Courses

Elementary Bengali (Bengali 121–122)

Intermediate Bengali (Bengali 203–204)

Elementary Course (Hindi 101–102)

Intermediate Hindi Reading (Hindi 201–202)

Intermediate Composition and Conversation (Hindi 203–204)

Advanced Readings in Hindi Literature (Hindi 301–302)

Advanced Composition and Conversation (Hindi 303–304)

Elementary Course (Nepali 101–102)

Intermediate Nepali Conversation (Nepali 201–202)

Intermediate Nepali Composition (Nepali 203–204)

Elementary Course (Sinhalese 101–102)

Intermediate Sinhala Reading (Sinhalese 201–202)

Intermediate Composition and Conversation (Sinhalese 203–204)

Elementary Course (Tamil 101–102)

Southeast Asia—Area Courses

Microeconomic Issues in Agricultural Development (Agricultural Economics 664)

Sociotechnical Aspects of Irrigation (Agricultural Economics 754, Agricultural Engineering 754, Rural Sociology 754, and Government 644)

[Meaning across Cultures (Anthropology 220) Not offered 1988–89.]

Ethnographic Description (Anthropology 306)

[Histories of Ideas of Exotica (Anthropology 325) Not offered 1988–89.]

[Ethnology of Island Southeast Asia (Anthropology 334) Not offered 1988–89.]

Peoples and Cultures of Mainland Southeast Asia (Anthropology 335)

[Balinese Culture: Description and Comparison (Anthropology 410) Not offered 1988–89.]

[Myth, Ritual, and Symbol (Anthropology 424) Not offered 1988–89.]

[Myth and Mythology (Anthropology 610) Not offered 1988–89.]

[Hierarchies, Ritual, and History (Anthropology 611) Not offered 1988–89.]

[Anthropological Approaches to the Study of Buddhism in Asia (Anthropology 619) Not offered 1988–89.]

[Political Anthropology: Indonesia (Anthropology 628 and Government 647) Not offered 1988–89.]

Southeast Asia: Readings in Special Problems (Anthropology 634–635)

[Southeast Asian Literature in Translation (Asian Studies 379 and Comparative Literature 377) Not offered 1988–89.]

Southeast Asia Seminar: Chinese and Southeast Asia (Asian Studies 601)

Southeast Asia Seminar: Malaysia-Singapore (Asian Studies 602)

[Southeast Asia Seminar (Asian Studies 604) Not offered 1988–89.]

Southeast Asia Research Training Seminar (Asian Studies 676)

Directed Research (Asian Studies 703–704)

[Government and Politics of Southeast Asia (Government 344) Not offered 1988–89.]

[The United States and Asia (Government 387) Not offered 1988–89.]

[Political Anthropology: Indonesia (Government 647 and Anthropology 628) Not offered 1988–89.]

[Political Problems of Southeast Asia (Government 652) Not offered 1988–89.]

[International Relations of Asia (Government 687) Not offered 1988–89.]

Introduction to Asian Civilization: Modern Period (History 191)

Southeast Asia to the Eighteenth Century (History 395)

Southeast Asian History from the Eighteenth Century (History 396)

Early Southeast Asia: Graduate Proseminar (History 695)

Modern Southeast Asia: Graduate Proseminar (History 696)

Seminar in Southeast Asian History (History 795–796) [796 not offered 1988–89.]

[Art in Landscape: The Traditional Arts of Southeast Asia (History of Art 106) Not offered 1988–89.]

Introduction to Art History: Asian Traditions (History of Art 280)

[Buddhist Art in Asia (History of Art 381) Not offered 1988–89.]

Studies in Indian and Southeast Asian Art (History of Art 386)

Traditional Arts in Thailand (History of Art 388)

Ceramic Art of China and Southeast Asia (History of Art 482)

[Studies in Asian Art (History of Art 580) Not offered 1988–89.]

Problems Methodology Seminar (History of Art 595)

Farming Systems Research (International Agriculture 606)

Sociolinguistics (Linguistics 405–406)

Field Methods (Linguistics 600)

Old Javanese (Linguistics 651–652)

Seminar in Southeast Asian Linguistics (Linguistics 653–654)

Austronesian Linguistics (Linguistics 655–656)

Seminar in Austro-Asiatic Linguistics (Linguistics 657–658)

Directed Research (Linguistics 701–702)

[Tibeto-Burman Linguistics (Linguistics 753) Not offered 1988–89.]

Introduction to Musics of the World (Music 103)

History, Theory, and Practice of Gamelan (Music 245–246)

Cornell Gamelan Ensemble (Music 445–446)

Introduction to Ethnomusicology (Music 680)

Rural Sociology and Agrarian Problems (Rural Sociology 205)

Sociotechnical Aspects of Irrigation (Rural Sociology 754, Agricultural Economics 754, Agricultural Engineering 754, and Government 644)

Special Seminar (Rural Sociology 771)

[Social and Demographic Change in Southeast Asia (Sociology 439) Not offered 1988–89.]

Other courses dealing with Southeast Asia are Agricultural Engineering 754 and 771; Agronomy 314 and 471; Anthropology 102 and 420; Architecture 667–668; Asian Studies 250, 351, 352, and 650; Education 685, 782, and 783; Government 692; History 190; International Agriculture 603, 606, and 703; Nutritional Sciences 680 and 695.

Southeast Asia—Language Courses

Elementary Course (Burmese 101–102)

Intermediate Burmese Reading (Burmese 201–202)

Intermediate Composition and Conversation (Burmese 203–204)

Advanced Burmese Reading (Burmese 301–302)

Burmese Directed Individual Study (Burmese 401–402)

Elementary Course (Cebuano [Bisayan] 101–102)

Elementary Course (Indonesian 101–102)

FALCON (full-time intensive course, Indonesian 161–162)

Intermediate Indonesian Reading (Indonesian 201–202)

Intermediate Composition and Conversation (Indonesian 203–204)

Linguistic Structure of Indonesian (Indonesian 300)

Advanced Readings in Indonesian and Malay (Indonesian 301–302)

Advanced Indonesian Conversation and Composition (Indonesian 303–304)

Directed Individual Study (Indonesian 305–306)

Advanced Readings in Indonesian and Malay Literature (Indonesian 401–402)

Elementary Course (Javanese 131–132)

Continuing Course (Javanese 133–134)

Directed Individual Study (Javanese 203–204)

Elementary Course (Khmer 101–102)

Intermediate Khmer Reading (Khmer 201–202)

Intermediate Composition and Conversation (Khmer 203–204)

Advanced Khmer (Khmer 301–302)

Directed Individual Study (Khmer 401–402)

Structure of Khmer (Khmer 404)

Elementary Course (Tagalog 101–102)

Intermediate Tagalog Reading (Tagalog 201–202)

[Linguistic Structure of Tagalog (Tagalog 300) Not offered 1988–89.]

Elementary Course (Thai 101–102)

Intermediate Thai Reading (Thai 201–202)

Intermediate Composition and Conversation (Thai 203–204)

Advanced Thai (Thai 301–302)

Thai Literature (Thai 303–304)

Directed Individual Study (Thai 401–402)

Elementary Course (Vietnamese 101–102)

Intermediate Vietnamese Reading (Vietnamese 201–202)

Intermediate Composition and Conversation (Vietnamese 203–204)

Advanced Vietnamese (Vietnamese 301–302)

Directed Individual Study (Vietnamese 401–402)

Vietnamese Literature (Vietnamese 403–404)

Astronomy

Y. Terzian, chairman (512 Space Sciences Building, 255-4935); M. P. Haynes, director of undergraduate studies (530 Space Sciences Building, 255-0610); S. V. W. Beckwith, J. A. Burns, D. B. Campbell, D. F. Chernoff, J. M. Cordes, P. J. Gierasch, R. Giovanelli, T. Hagfors, T. L. Herter, J. R. Houck, P. D. Nicholson, C. E. Sagan, E. E. Salpeter, S. L. Shapiro, S. W. Squyres, S. A. Teukolsky, J. F. Veverka, I. M. Wasserman, Emeritus: T. Gold, M. O. Harwit

Professors and graduate students in astronomy at Cornell are very active in the national space exploration program as well as in studies of infrared astronomy and theoretical astrophysics. Cornell operates two local optical observatories and the world's largest radio telescope at Arecibo, Puerto Rico.

The department offers a number of courses that are of general interest, have few or no prerequisites, and are not intended for the training of professional astronomers. These courses are numbered from 101 to 332. The last of these, Astronomy 332, requires calculus and a year of college physics, and Astronomy 211–212 require at least coregistration in beginning calculus. The other courses have no college prerequisites at all.

Courses numbered above 400 are intended for students who have had two to three years of college physics and at least two years of college mathematics. Astronomy 440, Independent Study, permits students to engage in individual research projects under the guidance of a faculty member.

There is no undergraduate major in astronomy at Cornell at present, but one is planned to begin in 1989. A major in physics and mathematics is the best preparation for the study of astronomy at the graduate level. It is wise to get an early start in mathematics and physics.

Concentration

Students interested in astronomy are encouraged to supplement their major with a concentration in astronomy, which is somewhat less intensive than a major. All students are invited to visit the Space Sciences Building, see the exhibits on display there, and consult a faculty member about career plans or choice of courses.

Distribution Requirement

The distribution requirement in physical sciences is met by either of the following two sequences: Astronomy 101 and 102 or Astronomy 211 and 212.

Courses

101 The Nature of the Universe Fall. 4 credits. No prerequisites. Limited to 330 students (combined total with Astronomy 103: 450 students). Labs and discussions limited to 20 students each.

Lecs, M W F 11:15; labs, every other week: M T or W 2:30–5 or M T W or R 7:30–10 p.m.; disc, one hour every week: M or W 1:25, 2:30, 3:35, or 7:30 p.m., or T or R 2:30, 3:35, or 7:30 p.m. Y. Terzian; labs, M. P. Haynes.

The physical nature of existence. An examination of the universe and our place in it and the possible existence of life and intelligence elsewhere in the cosmos. The nature of stars, galaxies, and quasi-stellar sources. The birth, evolution, and death of stars and the formation of the chemical elements, including discussions of supernovae, pulsars, neutron stars, and black holes. The physical state and composition of the interstellar material and its influence on the evolution of our galaxy. An introduction to the special and general theories of relativity. The nature of time. Modern theories of cosmology and the structure and evolution of the universe.

102 Our Solar System Spring. 4 credits. No prerequisites. Limited to 330 students (combined total with Astronomy 104: 430 students). Labs and discussions limited to 20 students each.

Lecs, M W F 11:15; labs every other week: M T or W 2:30–5 or M T W or R 7:30–10 p.m.; disc, one hour every week: M or W 1:25, 2:30, 3:35, or 7:30 p.m. or T or R 2:30, 3:35, or 7:30 p.m. J. R. Houck; labs, M. P. Haynes.

The evolution of our understanding of the formation and structure of the solar system will be discussed. Modern theories of the solar system will be compared with the results of the space program. The chemical basis of life and current ideas about the spontaneous appearance of life will be considered along with searches for life beyond the earth, both inside and outside the solar system.

103 The Nature of the Universe Fall. 3 credits. Limited to 120 students (combined total with Astronomy 101: 450 students).

Identical to Astronomy 101 except for omission of the laboratory (see description above). This course does not satisfy the distribution requirement in physical sciences for students in the College of Arts and Sciences.

104 Our Solar System Spring. 3 credits. Limited to 100 students (combined total with Astronomy 102: 430 students).

Identical to Astronomy 102 except for omission of the laboratory (see description above). This course does not satisfy the distribution requirement in physical sciences for students in the College of Arts and Sciences.

105 An Introduction to the Universe Summer. 3 credits.

M–F 11:30–12:45; evening laboratories to be arranged. Staff.

How do we measure the size of our galaxy and the size of the universe? Is the universe round or flat? How are the stars born, why do they shine, and how do they die? What are the chemical elements, and how were they formed in stars? What are quasars, pulsars, and black holes? How was the solar system formed? What are the environments of other planets like? What is the basic structure of Earth and the other planets? Will man catastrophically alter the earth? Does life exist elsewhere in the universe? How can we find out? Each student has an opportunity to make observations with small telescopes.

106 Essential Ideas in Relativity and Cosmology Summer. 3 credits. Prerequisites: high school algebra and trigonometry.

M–F 10–11:15. Staff.

Einstein's theories of special and general relativity, which brought about a fundamental change in our conceptual understanding of space and time, will be studied. Correspondence to, and conflicts with, common sense will be pointed out. Applications to various areas will be studied: in special relativity—space travel, equivalence of mass and energy, nuclear fission and fusion, and thermonuclear processes in the sun; in general relativity—motion of light and particles in curved space-time, cosmological models, and the question of whether the universe is open or closed.

[201 Our Home in the Universe Spring. 3 credits. Not offered 1988–89.]

211 Astronomy: Stars, Galaxies, and Cosmology Spring. 4 credits. Intended for engineering and physical sciences freshmen. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191.

Lecs, M W F 10:10; rec, one hour each week to be arranged; plus some evening observing periods. S. Beckwith.

The formation and evolution of stars. Supernovae, pulsars, quasars, and black holes. The interstellar medium. The structure and evolution of galaxies. Cosmology.

212 The Solar System: Planets, Satellites, and Rings Fall. 4 credits. Intended for engineering and physical sciences freshmen. Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191.

Lecs, M W F 11:15; rec, one hour each week to be arranged; possible evening observing labs to be arranged. S. Squyres.

The origin of the solar system; celestial mechanics; tidal evolution; the physics and chemistry of planetary surfaces, atmospheres, and satellites; interiors; planetary rings; asteroids, comets, and meteorites; the search for other planetary systems.

[215 Information and Knowledge in Science and Engineering (also Arts and Sciences 200) Fall. 4 credits. Not offered 1988–89.]

[233 Topics in Astronomy and Astrophysics Fall. 2 credits. Prerequisites: Physics 112 and 213, Mathematics 112 and 221, or permission of instructor. Not offered 1988–89.]

[315 The Course of Science Fall. 4 credits. No prerequisites. Not offered 1988–89.]

[321 Life in the Universe Spring. 4 credits. Not offered 1988–89.]

[332 Elements of Astrophysics Spring. 4 credits. Prerequisites: calculus and Physics 213. Physics 214 strongly recommended. Not offered 1988–89.]

431 Introduction to Astrophysics and Space Sciences I Fall. 4 credits. Prerequisites: mathematics above the 200 level and physics above the 300 level; concurrent registration in Physics 341 and 443 is helpful.

T R 10:10–11:25. D. Chernoff.

A systematic development of modern astrophysical concepts for physical science majors. Atomic and electromagnetic processes in space. Introduction to star formation, stellar structure, stellar atmospheres, and the interstellar medium. At the level of *Astrophysical Concepts*, by Harwit.

432 Introduction to Astrophysics and Space Sciences II Spring. 4 credits. Prerequisite: Astronomy 431 or permission of instructor.

M W F 10:10. T. L. Herter.

Astrophysics is discussed in the context of cosmology. Cosmological subjects covered include the expansion of the universe, metrics, Friedmann equations, dark matter, cosmological tests, the early universe, formation of galaxies, and cosmological production of the elements. Astrophysical subjects drawn on include special relativity, radiative transfer, electromagnetism, quantum mechanics, gravitational physics, and nuclear physics. At the level of *Astrophysical Concepts*, by Harwit.

433 The Sun Fall. 4 credits.

T R 1:25–2:40. P. J. Gierasch.

The sun as a star, stellar evolution, neutrinos from the sun, solar seismology. The solar surface and magnetic field, the dynamo, solar flares and eruptions, plasma phenomena, energetics of the corona. Solar terrestrial influences, the solar spectrum, the solar wind, interplanetary phenomena. At the level of *The New Solar Physics*, by Eddy.

[434 The Evolution of Planets Spring. 4 credits. Not offered 1988–89.]

440 Independent Study in Astronomy Fall or spring. 2–4 credits. Prerequisite: permission of instructor. Recommended: familiarity with the topics covered in Astronomy 332, 431, or 434.

Hours to be arranged. Staff.

Individuals work on selected topics. A program of study is devised by the student and instructor. Students need to fill out an independent study form, have it signed by the instructor and register in the department office, 510 Space Sciences Building.

[490 Senior Seminar—Carbonaceous Materials in the Solar System Fall. 3 credits. Prerequisite: permission of instructor. Not offered 1988–89.]

[490 Senior Seminar—Critical Thinking Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1988–89.]

509 General Relativity (also Physics 553) Fall. 4 credits. Prerequisite: Knowledge of special relativity at the level of, for example, *Classical Mechanics*, by Goldstein.

T R 1:25–2:40. S. L. Shapiro.

A systematic introduction to Einstein's theory, with emphasis on modern coordinate-free methods of computation. Topics include review of special relativity, modern differential geometry, foundations of general relativity, laws of physics in the presence of a gravitational field, and experimental tests of gravitational theories. At the level of *Gravitation*, by Misner, Thorne, and Wheeler.

510 Applications of General Relativity (also Physics 544) Spring. 4 credits. Prerequisite: Astronomy 509.

T R 1:25–2:40. S. L. Shapiro.

A continuation of Astronomy 509 with emphasis on applications to astrophysics and cosmology. Topics include relativistic stars, gravitational collapse and black holes, gravitational waves, and cosmology.

[511 Physics of Black Holes, White Dwarfs, and Neutron Stars (also Physics 525) Spring. 4 credits. Not offered 1988–89.]

516 Galactic Structure and Stellar Dynamics Fall. 4 credits.

W R 10:10–11:25. I. Wasserman.

The kinematics and distribution of stars in the solar neighborhood. The dynamical structure, composition, and evolution of our galaxy. Characteristics and classifications of galaxies, galaxy groups, globular clusters, and clusters of galaxies. Theory of N-body systems, stellar encounters, collisional and violent relaxation, and stellar evaporation rates. Dynamical evolution of star clusters and associations. Theory of spiral structure. Binary and rotating star systems.

[520 Radio Astronomy Fall. 4 credits. Not offered 1988–89.]

[521 Radio Astrophysics Spring. 4 credits. Not offered 1988–89.]

523 Signal Processing and Data Analysis in Astronomy Fall. 4 credits. Prerequisites: mathematical background equivalent to undergraduate physical science curriculum and familiarity with FORTRAN programming.

T R 1:25–2:40. J. Cordes.

Topics will include Fourier analysis of discrete and continuous time series, spectral analysis, parameter estimation, probability theory, and stochastic

processes image formation from coherence functions. The orientation will be toward applications in observational astronomy and astrophysics. Discussion of applications such as interferometry, image processing, scintillation theory, planetary radar, and pulsar studies. Course work will include applications on the IBM 370.

[525 Optical and Infrared Astronomy] Fall. 4 credits. Not offered 1988–89.]

[526 Infrared and Optical Astrophysics] Spring. 4 credits. Not offered 1988–89.]

555 Theory of the Interstellar Medium (also Physics 665) Spring. 4 credits.

Hours to be arranged. D. Chernoff. Global theories of the interstellar medium—mass and energy exchange between the different phases. The role of shock waves and energetic outflows in the thermal equilibrium and ionization state of gas in the galaxy. Basic astrophysical fluids and plasmas. Galactic dynamics. Observational techniques, current problems, and results.

[560 Theory of Stellar Structure and Evolution (also Physics 667)] Fall. 4 credits. Not offered 1988–89.]

[570 Physics of the Planets] Fall. 4 credits. Not offered 1988–89.]

[571 Mechanics of the Solar System (also Theoretical and Applied Mechanics 673)] Fall. 3 credits. Prerequisite: an undergraduate course in dynamics. Offered alternate years. Not offered 1988–89.]

[575 Atmospheric and Ionospheric Physics (also Electrical Engineering 585)] Fall. 3 credits. Not offered 1988–89.]

[576 Solar Terrestrial Physics (also Electrical Engineering 586)] Spring. 3 credits. Not offered 1988–89.]

579 Celestial Mechanics (also Theoretical and Applied Mechanics 673) Spring. 3 credits.

Two 1¼-hour lects a week. J. Burns. Description of orbits. Two-body, 3-body, and n-body problems. Hill curves, libration points and their stability, capture problems, virial theorem. Osculating elements, perturbation equations; effects of gravitational potentials, atmospheric drag, and radiation forces on orbits, secular perturbations, resonance problems. Mechanics of planetary rings.

590 Galaxies and the Universe Spring. 4 credits.

Hours to be arranged. M. P. Haynes. The universe, its constituents, its large-scale structure, and its history in the light of the major thrusts of extragalactic research. The morphology, photometry, dynamics, and kinematics of galaxies and their subsystems. Determination of masses, mass-to-light ratios, and the "missing mass." Activity in Seyferts, radio galaxies, and quasars. Binaries, groups, clusters, and superclusters. The extragalactic distance scale. Galaxy formation and evolution. Confrontation of cosmological theories with observational results.

[599 Cosmology] Spring. 4 credits. Prerequisites: statistical physics, quantum mechanics, and electromagnetic theory. Knowledge of general relativity would be useful but is not essential. Not offered 1988–89.]

620 Seminar: Advanced Radio Astronomy Fall. 2 credits.

Hours to be arranged. D. B. Campbell and staff. Advanced topics in radio astrophysics and radio astronomical data accumulation and processing methods.

[621 Seminar: Planetary Radar Astronomy] Spring. 3 credits. Prerequisites: satisfactory completion of undergraduate mathematics and physics sequences for physical science/engineering majors or permission of instructors. Not offered 1988–89.]

640 Advanced Study and Research Fall or spring. Credit to be arranged.

Hours to be arranged. Staff. Guided reading and seminars on topics not currently covered in regular courses. Students need to register in the department office, 510 Space Sciences Building.

[660 Cosmic Electrodynamics (also Applied and Engineering Physics 608)] Spring. Not offered 1988–89.]

671 Seminar: Satellites of the Outer Planets

Spring. 3 credits. Prerequisite: permission of instructor.

Hours to be arranged. S. W. Squyres. Geology, geophysics, and geochemistry of the satellites of Jupiter, Saturn, Uranus, and Neptune. Topics to be covered include volcanic activity on Jupiter's moon Io, water and ice volcanism on icy satellites, tectonics of icy satellites, tidal heating, solid-state convection in satellite interiors, viscous relaxation of topography on icy satellites, the outer solar system cratering record, and chemical processes in the atmosphere and ocean of Titan. Emphasis will be placed on the results of the Voyager missions to these systems.

673 Seminar: Planetary Atmospheres Fall. 2 credits.

Hours to be arranged. P. J. Gierasch. This course will deal with motions in planetary atmospheres. Among the topics to be discussed are the general circulation of Venus dust and water transports on Mars, alternating jets on the outer planets, and compositional layering in the outer planets.

680 Seminar: Cosmic Rays and High-Energy Electromagnetic Radiation Spring. 2 credits.

Hours to be arranged. I. Wasserman. Chemical and isotopic composition of cosmic-ray nuclei, energy spectra, time variations, isotropy, total energy and pressure. Spectra of electrons and positrons. Interactions with matter, radiation, and magnetic fields. Cosmic-ray acceleration mechanisms, behavior of cosmic rays in the atmosphere, extensive air showers. Cosmic rays far underground. Muons and neutrinos. Cosmic gamma rays from diffuse and point sources, including gamma-ray bursts, X-ray binaries (e.g., Cyg X-3), and old pulsars. The phenomenology of X-ray sources and current theoretical models. Detection techniques and future prospects.

[690 Seminar: Computational Astrophysics (also Physics 681)] Spring. 3 credits. Prerequisites:

working knowledge of Fortran. Only those students who have completed the fundamental graduate physics courses should consider attending. Not offered 1988–89.]

699 Seminar: Problems in Theoretical Astrophysics (also Physics 680) Fall. 2 credits.

Hours to be arranged. E. E. Salpeter. Covers some topics of current interest. This year it will probably cover radioactive transfer theory for spectral lines and theory of stellar atmospheres.

Biological Sciences

P. J. Bruns, director (200 Stimson Hall, 255-5042); H. T. Stinson, associate director and director of undergraduate studies (118 Stimson Hall, 255-5233); R. M. Sparrow, Biology Center coordinator (Biology Center, G20 Stimson Hall, 255-3358); M. L. Cox, executive staff assistant (118 Stimson Hall, 255-6859).

Biology is a popular subject at many universities for a variety of reasons: it is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine and environmental sciences; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

The program of study in biology at Cornell is offered by the Division of Biological Sciences to students enrolled in either the College of Agriculture and Life Sciences or

the College of Arts and Sciences. Student services in the division's office for academic affairs and the Behrman Biology Center are available to students from either college.

The biology major is designed to enable students to acquire necessary scientific foundations, to concentrate in a specific area of biology, and to obtain breadth by studying different aspects of modern biology. Areas of concentration include animal physiology and anatomy; biochemistry; botany; cell biology; ecology, systematics, and evolution; genetics and development; and neurobiology and behavior. Special concentration programs are available for qualified students with particular interest in areas such as biophysics, microbiology, or nutrition. As an alternative to selecting one of the concentration areas, students may choose to complete the Program in General Biology. Students interested in the marine sciences may consult the Cornell Marine Programs Office (G14 Stimson Hall, 255-3717) for academic advice and career counseling. For more details about the biology curriculum see the section in this catalog on the Division of Biological Sciences.

Burmese and Cebuano (Bisayan)

See Modern Languages, Literatures, and Linguistics.

Chemistry

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The chemistry department offers a full range of courses in physical, organic, inorganic, analytical, theoretical, bioorganic, and biophysical chemistry. In addition to their teaching interests, chemistry faculty members have active research programs. The link between teaching and research is a vital one in a continuously evolving scientific subject; it ensures that students will be provided with the most advanced information and perspectives.

The Major

The chemistry major at Cornell is not an easy option; it requires conceptual skills in mathematics and logical thinking, practical and laboratory skills, and creativity in the design of experiments. In recent years chemistry majors have gone on to graduate study in chemistry, medicine, law, and business management, as well as directly into positions with chemical, pharmaceutical, and other industrial companies. A major in chemistry can provide the basis for significant work in related areas such as molecular biology, chemical physics, geochemistry, chemical engineering, and solid state physics. A major in chemistry permits considerable flexibility in the detailed planning of a course program. The required courses can be completed in three years, leaving the senior year open for advanced and independent work under the supervision of a professor.

The courses are arranged as a progression, with some courses (including mathematics and physics) prerequisite to those that are more advanced. During the first year, the student should normally register for general chemistry (preferably but not necessarily Chemistry 215), mathematics, a freshman writing seminar course, a foreign language if necessary, or, in some instances, physics. Although Chemistry 215–216 is preferred, students may begin their programs with Chemistry 207–208. Chemistry 215–216 is limited to

those students with good preparation and a strong interest in chemistry. Students who do not know if their preparation is adequate should consult the instructor. In the second year the student should complete calculus and take physics and organic chemistry. (Chemistry 359–360 is preferred to Chemistry 357–358). The second-year laboratory courses include 300, Quantitative Chemistry, if needed, and 301, Experimental Chemistry I. Chemistry 389–390, Physical Chemistry I and II, and Chemistry 302–303, Experimental Chemistry II and III, should be completed in the third year. Chemistry 410 should be completed in the third or fourth year. Advanced work in chemistry and related subjects can be pursued in the fourth year and, to some extent, in the earlier years as well. The opportunity for independent research is also available. All students with questions about details of a major program are encouraged to consult the chairperson of the Department of Chemistry or the chairperson's representative. Entering students who are exceptionally well prepared in chemistry may receive advanced placement credit for Chemistry 207–208 and proceed to a more advanced program.

Prerequisites for admission to a major in chemistry are (1) Chemistry 215–216 or 207–208 plus 300, (2) Physics 207, and (3) Mathematics 111 or 191. Students are not encouraged to undertake a major in chemistry unless they have passed those prerequisite courses at a good level of proficiency. Knowledge of simple computer programming is essential. This may be achieved either by self-study (a syllabus is available) or by taking courses such as Computer Science 100. The minimum additional courses that must be completed for a major in chemistry are listed below.

- 1) Chemistry 301, 302, 303, 359–360 (or, if necessary, 357–358 may be substituted), 389–390, and 410.
- 2) Mathematics 112 plus 213; or 122 plus 221, 222; or 192 plus 293, 294
- 3) Physics 208

Potential majors electing to take mathematics 213 are strongly urged to do so in their sophomore year to avoid scheduling conflicts with Chemistry 389 in their junior year.

This sequence is a core program in chemistry. It is anticipated that students will, through elective courses, extend it substantially in whatever direction suits their own needs and interests. It is particularly important that those going on to do graduate work in chemistry recognize that these requirements are minimal, and such students are strongly urged to supplement their programs, where possible, with Chemistry 405, 605, 606, 668, and 681 and German or Russian. Even students not planning graduate work in chemistry should consider advanced work in physics and mathematics, courses in the biological sciences, and advanced work in chemistry as possible extensions of the basic program.

Honors. The honors program in chemistry offers superior students an opportunity to study independently in seminars and to gain additional experience by engaging in research during the senior year. It is particularly recommended to those who plan graduate work in chemistry. Prospective candidates should complete the introductory organic chemistry and physical chemistry sequences by the end of the junior year. However, failure to have completed those courses in the junior year does not in itself disqualify a student from the honors program. Completion of the program at a high level of performance leads to the degree of Bachelor of Arts with honors in chemistry. Students will be admitted to the program by invitation of the department. Selection will be based on a superior cumulative average, including chemistry grades, and good performance in a prior research program. Prospective candidates should discuss their plans with advisers by March 1 of their junior year. Participants are notified by early January of their senior year. To be awarded honors, candidates must show outstanding performance in at least 8 credits of undergraduate research such as is offered in Chemistry 421, 433, 461, or 477. In addition, superior performance, including the writing of a thesis, in the honors seminar (Chemistry 498) is expected.

Laboratory Course Regulations

Students registered for laboratory courses who do not appear at the first meeting of the laboratory will forfeit their registration in that course.

Students and members of the teaching staff are required to wear safety goggles in all chemistry laboratories. Students are reminded to take their goggles to the first laboratory session. Those who fail to cooperate with the safety program will be asked to leave the laboratories.

Students are required to pay for glassware and any other items broken or missing from their laboratory desks at the close of each semester. Students who fail to inventory their desks at the appointed time in the presence of their instructor are charged a \$10 fee in addition to charges for any breakage.

Courses

Preliminary examinations for all courses may be given in the evening.

103–104 Introduction to Chemistry 103, fall or summer; 104, spring or summer. 3 credits each term. Enrollment limited. Prerequisite for Chemistry 104: Chemistry 103. Recommended for students who have not had high school chemistry and for those needing a less mathematical course than Chemistry 207–208. Not recommended for students who plan to do further work in chemistry subsequent to Chemistry 104.

Lecs, M W 11:15; lab, T or R 8–11, or F 10:10–1:10, or M W or F 1:25–4:25. Prelims: 7:30–9 p.m., Oct. 4, Nov. 8, March 2, April 13. Fall: A. C. Albrecht, B. Baird; spring: D. A. Usher.

An introduction to chemistry, with emphasis on the important principles and facts of inorganic and organic chemistry.

203 The World of Chemistry Fall. 3 credits. This course does not satisfy the college physical science distribution requirement.

Lecs and discs: M W 2:30–4. R. Hoffmann. From its origins in metallurgy, fermentation, and alchemy to its present essential position in the world economy, the art and science of chemistry has been a part of world culture and has shaped that culture. We will enter modern chemistry via a case study of two contemporary chemical papers. The basic concepts of chemistry will be introduced in the course of the discussion of these papers. Connections will be made to history and philosophy, the language and sociology of science, and questions of social responsibility and economics. No special background is necessary for this course, not even high-school chemistry.

207–208 General Chemistry 207, fall or summer; 208, spring or summer. 4 credits each term. Enrollment limited.

Recommended for those students who will take further courses in chemistry. Prerequisite for Chemistry 207: high school chemistry. Prerequisite for Chemistry 208: Chemistry 207 or 103–104.

Lecs: fall, T R 10:10 or 12:20; spring, T R 9:05 or 10:10. Lab: fall, T R 8–12 or M T W R or F 12:20–4:25; spring, M T W R or F 12:20–4:25. Prelims: 7:30–9 p.m., Sept. 27, Nov. 1, Feb. 28, April 6. Fall: J. C. Clardy, P. T. Wolczanski; spring: K. H. Theopold.

The important chemical principles and facts are covered, with considerable attention given to the quantitative aspects and to the techniques important for further work in chemistry. Second-term laboratory includes a systematic study of qualitative analysis.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

211 Chemistry for the Applied Sciences Fall or spring. 4 credits. Recommended for those students who intend to take only one term of chemistry. Enrollment limited. Prerequisites: high school

chemistry or permission of instructor. Corequisite: a calculus course at the level of Mathematics 111 or 191.

Lecs: fall, M W F 8:00; spring, M W F 10:10. Lab: fall, M T W R F 12:20–4:25; spring, M T W R F 12:20–4:25. Prelims: 7:30–9 p.m., Sept. 27, Nov. 1, Feb. 28, April 6. Fall: F. J. DiSalvo; spring: H. D. Abruna.

The important chemical principles and facts are covered with the objective of understanding the role of chemistry in other fields. Emphasis is on topics such as solid-state materials, periodic trends, and specific classes of compounds, such as polymers.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

215–216 General and Inorganic Chemistry 215, fall; 216, spring. Fall, 4 credits; spring, 5 credits. Recommended for students who intend to specialize in chemistry or in closely related fields. Enrollment limited. Prerequisites: good performance in high school chemistry and physics and in mathematics SAT. Corequisite: a calculus course at the level of Mathematics 111 or 191 for students who have not taken high school calculus. Prerequisite for Chemistry 216: Chemistry 215.

Fall: lec, M W F 12:20; lab, M T W R or F 1:25–4:25. Spring: lec, M W F 12:20; two labs, M W 1:25–4:25, T R 10:10–1:10 or T R 1:25–4:25. Prelims: 7:30–9 p.m., Sept. 27, Oct. 20, Nov. 22, Feb. 16, March 16, April 18. Fall: A. Kuki; spring: R. F. Porter.

An intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. Second term includes systematics of inorganic chemistry. Laboratory work covers both qualitative and quantitative analysis.

222 Molecular Messengers in Nature Spring. 3 credits. Prerequisites: one year of high school chemistry, Chemistry 103 or 207, or permission of instructor.

Lecs, M W 11:15; disc, F 11:15. J. Meinwald. Organisms communicate with one another in nature chiefly by means of chemical signals. We will examine this intriguing mode of communication as it applies to a wide variety of species ranging from bacteria to insects and mammals, including humans. Essential concepts of organic chemistry and biology will be introduced and illustrated. Each student will be expected to prepare a term paper, and there will be an opportunity for oral presentation of some of these papers for class discussion.

251 Introduction to Experimental Organic Chemistry Fall or summer. 2 credits. Recommended for non-chemistry majors. Enrollment limited.

Prerequisite: Chemistry 208 and coregistration in Chemistry 253 or 357; or Chemistry 104 and 253 with a grade of C or better. Students who have taken Chemistry 104 must complete Chemistry 253 before taking Chemistry 251.

Lec, M or F 12:20 (all students attend first lecture); lab,

M T W R or F 1:25–4:25, or T or R 8–11. Prelims: 7:30–9 p.m., Oct. 4, Nov. 10. D. Collum.

Introduction to the synthesis, separation, and handling of materials, including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

252 Elementary Experimental Organic Chemistry Spring or summer. 2 credits. Recommended for non-chemistry majors. Prerequisite: Chemistry 251.

Lec, M 12:20; lab, M T W or R 1:25–4:25. Prelims: 8 a.m., March 13, April 17. C. F. Wilcox. A continuation of Chemistry 251.

253 Elementary Organic Chemistry Fall or summer. 4 credits. Primarily for students in the premedical and biological curricula. Limited to 480 students. Prerequisite: Chemistry 104 with grade of C or better or Chemistry 208 or 216.

Lecs, M W F 10:10. Prelims: 7:30–9 p.m., Sept. 22, Oct. 18, Nov. 15. C. F. Wilcox.

The occurrence and properties of organic molecules and the mechanisms of organic reactions, including a brief introduction to the organic chemistry of biological systems, are studied.

Note: Because of duplication of material, students are not permitted to earn both 4 credits for Chemistry 253 and 3 credits for Chemistry 357. In special situations (consult instructor for details), students should take Chemistry 255 for 2 credits after having earned 3 credits for Chemistry 357. Premedical students should determine the entrance requirements of the particular medical school they wish to enter. Students may earn 6 credits by taking Chemistry 251–253 or 8 credits by taking Chemistry 253–301 or 253, 251, and 252.

255 Elementary Organic Chemistry Fall or summer. 2 credits.
Same course as Chemistry 253, but to be taken for reduced credit by students already having 3 credits for Chemistry 357.

287–288 Introductory Physical Chemistry 287, fall; 288, spring. 3 credits each term. Prerequisites: Chemistry 208 or 216 and Mathematics 111–112, or permission of instructor. Prerequisite for Chemistry 288: Chemistry 287.

Lecs, M W F 9:05; rec, M or W 1:25, T 9:05.
Prelims: 7:30–9 p.m., Sept. 27, Nov. 1, Nov. 29, Feb. 16, March 30, April 27. Fall: R. Loring; spring: J. B. Baird, J. H. Freed.

A systematic treatment of the fundamental principles of physical chemistry. In the spring there will be two lectures; lecture 02 will be oriented to the application of physical chemistry to biological systems.

289–290 Introductory Physical Chemistry Laboratory 289, fall; 290, spring. 2 credits each term. Prerequisite for Chemistry 290: Chemistry 289. Corequisite: registration in Chemistry 287–288.

Lec, T 8; lab, M T W R 1:25–4:25. Prelims: 8 a.m., Fall: R. Porter; Spring: T. McCarrick. Quantitative and qualitative methods basic to the experimental study of physical chemistry.

300 Quantitative Chemistry Fall or summer. 2 credits. Prerequisite: Chemistry 208 or advanced placement in chemistry.

Lec, F 12:20; lab, M T W R 12:20–4:25 or R 8–12 or a split session: W 12:20 plus F 1:25–4:25. Lab includes one-hour rec. Prelims: 12:20 p.m., Oct. 7, Nov. 18. G. H. Morrison.

Gravimetric, volumetric, spectrophotometric, and potentiometric methods are emphasized. Lectures and problem sets stress the relationship between theory and applications.

301 Experimental Chemistry I Spring. 4 credits. Prerequisite: Chemistry 216 or 300, and 253 or 357 or 359. Concurrent registration in Chemistry 253 is not recommended.

Lecs, M W F 8; 2 labs, M W 1:25–4:25 or T R 8–11 or 1:25–4:25. Prelims: 8 a.m., Feb. 22, March 29. T. P. Begley.
An introduction to the techniques of synthetic chemistry. A representative selection of the most important classes of organic reactions will be explored in the laboratory. The theoretical basis for these reactions and for the separation techniques used will be discussed in the lectures.

302 Experimental Chemistry II Fall. 4 credits. Enrollment limited; preference given to chemistry majors. Prerequisite: Chemistry 301.

Lecs, M W F 9:05; 2 labs, M W 1:25–4:25, or T R 1:25–4:25. Prelims: 7:30–9 p.m. Oct. 4, Nov. 17. H. D. Abruña, L. A. Philips.
Instrumental methods, including basic electronics, optical spectroscopy, atomic absorption, NMR, mass spectroscopy, gas chromatography, GCMS, and electrochemical methods, are surveyed. Experiments are performed that examine basic concepts in thermodynamics.

303 Experimental Chemistry III Spring. 4 credits. Each lab limited to 24 students. Prerequisites: Chemistry 302, 389, 390; coregistration in the latter is permissible.

Lecs, M W F 9:05; 2 labs, M W 1:25–4:25 or T R 1:25–4:25. A. Kuki.

An introduction to measurement strategies in physical chemistry as applied to kinetics, spectroscopy, the dynamics of photo-excited states, and the dielectric properties of matter. The principles and assembly of electronic, optic, computer, and vacuum line equipment will be studied. A familiarity with computer programming is assumed.

357–358 Introductory Organic Chemistry 357, fall; 358, spring. 3 credits each term. Prerequisite for Chemistry 357: Chemistry 208 or 216 or advanced placement; recommended: concurrent registration in Chemistry 251 or 300. Prerequisite for Chemistry 358: Chemistry 357; recommended: concurrent registration in Chemistry 252 or 301.

Lecs, M W F 9:05; optional rec may be offered. Prelims: 7:30–9 p.m., Sept. 22, Oct. 18, Nov. 15, Feb. 16, March 16, April 18. Fall: J. E. McMurry; spring: B. Ganem.

A systematic study of the more important classes of carbon compounds—reactions of their functional groups, methods of synthesis, relations, and uses.

Note: Because of duplication of material, students are not permitted to earn both 4 credits for Chemistry 253 and 3 credits for Chemistry 357. In special situations (consult instructor for details), students should take Chemistry 255 for 2 credits after having earned 3 credits for Chemistry 357. Students will not be permitted to take Chemistry 358 after completing Chemistry 253.

359–360 Organic Chemistry I and II 359, fall; 360, spring. 4 credits each term. Recommended for students who intend to specialize in chemistry or closely related fields. Enrollment limited. Prerequisites: Chemistry 216 with a grade of B or better, Chemistry 208 with a grade of A or better, or permission of instructor. Prerequisite for Chemistry 360: Chemistry 359. Recommended: coregistration in Chemistry 300–301–302.

Lecs, M W F 9:05; makeup lecs, W 7:30 p.m. Prelims: 9:05 a.m., Sept. 23, Oct. 21, Nov. 21, Feb. 24, April 14. Fall: D. A. Usher; spring: J. M. J. Fréchet.

A rigorous and systematic study of organic and organometallic compounds, their structures, the mechanisms of their reactions, and the ways they are synthesized in nature and in the laboratory.

389–390 Physical Chemistry I and II 389, fall; 390, spring. 4 credits each term. Prerequisites: Mathematics 213 or, ideally, 221–222; Physics 208; Chemistry 208 or 216 or permission of instructor. Prerequisite for Chemistry 390: Chemistry 389. Lec, M W F 10:10; makeup lec, W 7:30 p.m. Prelims: 7:30–9 p.m., Sept. 29, Nov. 3, Nov. 29, Feb. 21, March 30, April 27. Fall: J. H. Freed; spring: L. A. Philips.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, and quantum chemistry.

405 Techniques of Modern Synthetic Chemistry Spring. 6 credits. Enrollment limited. Prerequisite: Chemistry 302 and permission of instructor. Selection of students will be based on grades in Chemistry 301 and 302. With permission of the instructor, graduate students may perform a minimum of three two-week experiments on a prearranged schedule.

Lab time required: 16 hours each week, including at least two 4-hour sessions in 2 sections (M W 1:25 or T R 1:25). First meeting will be at 4:30 on first class day of semester. Lec, first week only, at times to be arranged. J. M. Burlitch.

The syntheses of complex organic, organometallic, and inorganic molecules are carried out with emphasis on the following techniques: vacuum line, high pressure, high-temperature solid state, inert atmosphere, nonaqueous solvents, radioactive labeling, photochemical and electrochemical methods, solid phase peptide synthesis, and polymer synthesis. Elementary glassblowing.

410 Inorganic Chemistry Spring. 4 credits.

Prerequisites: Chemistry 358 or 360, and 389.

Lecs, M W F 11:15. R. C. Fay.
A systematic study of the synthesis, structure, and reactivity of inorganic and organometallic compounds.

421 Introduction to Inorganic Research Fall or spring. 2–4 credits. Prerequisites: Chemistry 303 and 389–390, or Chemistry 287–288, and Chemistry 289–290 with an average of B– or better, or permission of instructor.

Selected faculty.
Research in inorganic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

433 Introduction to Analytical Research Fall or spring. 2–4 credits. Prerequisites: Chemistry 303 and 390 with an average of B– or better or permission of instructor.

Selected faculty.
Research in analytical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

461 Introduction to Organic Research Fall or spring. 2–4 credits. Prerequisites: Chemistry 302 and 358 or 360 with a grade of B– or better or permission of instructor.

Selected faculty.
Research in organic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

477 Introduction to Research in Physical Chemistry Fall or spring. 2–4 credits. Prerequisites: Chemistry 390 with an average of B– or better or permission of instructor.

Selected faculty.
Research in physical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

498 Honors Seminar Spring. No credit. Admission by departmental invitation. Additional prerequisites or corequisites: outstanding performance in either (1) two coherent 4-credit units of research in a course such as Chemistry 421, 433, 461, or 477; or (2) one 4-credit unit in a course such as Chemistry 421, 433, 461, or 477 and summer research equivalent to at least 4 credits in the same subject.

W 2:30–4. B. Widom.
Informal presentations and discussions of selected topics in which all students participate. Individual research is on advanced problems in chemistry or a related subject under the guidance of a faculty member, culminating in a written report.

600–601 General Chemistry Colloquium 600, fall; 601, spring. No credit. Required of all graduate students except those majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend.

R 4. K. H. Theopold.
A series of talks representative of all fields of current research interest in chemistry other than organic chemistry, given by distinguished visitors and faculty members.

605 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity Fall. 4 credits.

Prerequisite: Chemistry 389–390 or equivalent or permission of instructor.

Lecs, M W F 11:15. J. M. Burlitch.
This is the first of a three-term sequence. Group theory applications: hybrid orbitals, molecular orbitals, molecular vibrations, and ligand field theory; at the level of Cotton's *Chemical Applications of Group Theory*. Selected topics in structure, bonding, and reactivity of inorganic compounds at the level of *Chemistry of the Elements*, by Greenwood and Earnshaw.

606 Advanced Inorganic Chemistry II: Synthesis, Structure, and Reactivity of Inorganic and Organotransition Metal Compounds Fall. 4 credits.

Lecs, M W F 10:10. R. C. Fay.

Synthesis, structure, and reactivity of coordination compounds and organometallic complexes. Emphasis on bonding models, coordination geometry, molecular rearrangements, and mechanisms of inorganic and organometallic reactions. Readings at the level of Purcell and Kotz's *Inorganic Chemistry*.

607 Advanced Inorganic Chemistry III: Solid-State Chemistry Spring. 4 credits. Prerequisite: Chemistry 605 or permission of instructor.

Lecs, MWF 11:15. F. J. DiSalvo.
The third of a three-term sequence. Interdisciplinary approach to solids. Topics include solid-state structure and X-ray diffraction, synthesis methods, phase diagrams, electronic structure, and chemical and physical properties of solids. Text: *Solid State Chemistry and Its Applications*, by West. Readings from inorganic chemistry and solid-state physics texts.

[622 Chemical Communication (also Biological Sciences 623)] Fall. 3 credits. Limited to 30 students. Prerequisites: Chemistry 358, Biological Sciences 102, and Biochemistry 231. Intended primarily for research-oriented students. Offered alternate years. Not offered 1988–89.

Lecs, MWF 1:25. J. Meinwald, T. Eisner.
The production, transmission, and reception of chemical signals in communicative interactions of animals, plants, and microorganisms. Communication involving insects is emphasized. Specific topics are treated, with varying emphasis on chemical, biochemical, neurobiological, ecological, and evolutionary principles.]

625 Advanced Analytical Chemistry I Fall. 4 credits. Prerequisite: Chemistry 288 or 390 or equivalent.

Lecs, MWF 8; exams, T 7:30 p.m. C. F. Wilcox, F. W. McLafferty.
The application of molecular spectroscopy to chemical problems. Topics in infrared, NMR, Raman, and mass spectroscopy are discussed.

627 Advanced Analytical Chemistry II Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalent.

Lecs, TR 10:10; problem sessions and exams, T 7:30 p.m. F. W. McLafferty.
Modern analytical methods for molecular characterizations, including electron, Mossbauer, and Fourier spectroscopy; mass spectrometry; methods applicable to macromolecules; information theory.

[628 Advanced Analytical Chemistry III] Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalent. Not offered 1988–89.

Lecs, TR 10:10. G. H. Morrison.
Modern trace, micro, and surface methods of analysis, including atomic spectrometry, solid mass spectrometry, activation analysis, microscopes, microprobes, and electron spectroscopy.]

[629 Electrochemistry] Spring. 3 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: Chemistry 390 or equivalent (Mathematics 213 helpful). Not offered 1988–89.

Lecs, TR 8:30–10. H. D. Abruña.
Fundamentals and applications of electrochemistry. Topics will include the fundamentals of electrode kinetics, electron transfer theory, the electrical double layer, and diffusion. A wide range of techniques and their application as well as instrumental aspects will be covered.]

650–651 Organic and Organometallic Chemistry Seminar 650, fall; 651, spring. No credit. Required of all graduate students majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend.

M. B. Ganem.
A series of talks representative of all fields of current research interest in organic and organometallic chemistry, given by research associates, faculty members, and distinguished visitors.

665 Advanced Organic Chemistry Fall. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisites: Chemistry 253 or 358 or 360, and 390 or equivalents or permission of instructor.

Lecs, MWF 12:20. B. K. Carpenter.
A survey of reaction mechanisms and reactive intermediates in organic chemistry. Applications of qualitative molecular orbital theory are emphasized.

666 Synthetic Organic Chemistry Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisites: Chemistry 665 or permission of instructor.

Lecs, TR 8–9:30. J. E. McMurry.
Modern techniques of synthesis; applications of organic reaction mechanisms to the problems encountered in rational multistep synthesis, with particular emphasis on modern developments in synthetic design.

668 Chemical Aspects of Biological Processes

Fall. 4 credits. Prerequisites: Chemistry 358 or 360 and a course in general biochemistry.

Lecs, TR 8:30–10:00. T. P. Begley.
A representative selection of the most important classes of enzyme-catalyzed reactions will be examined from a mechanistic perspective. Topics discussed will include the chemical basis of enzymatic catalysis, techniques for the elucidation of enzyme mechanism, cofactor chemistry, the biosynthesis of penicillin, chlorophyll, methane, terpenes, amino acids, and the biodegradation of lignin and a variety of pollutants. The application of chemical principles to understanding biological processes will be emphasized.

671 Synthetic Polymer Chemistry (also Materials Science and Engineering 671 and Chemical Engineering 675) Fall. 3 credits. Prerequisite: Chemistry 359–360 or equivalent or permission of instructor; recommended: Materials Science and Engineering 620.

Lecs, TR 8:30–10. J. M. J. Frechet.
Modern concepts in chain-growth polymerization reactions; synthetic strategies for step-growth polymerizations; polymer architecture and its control; reactions of polymers, polymer-supported chemistry; microenvironment effects in polymer media.

[672 Enzyme Catalysis and Regulation] Spring. 4 credits. Primarily for graduate students in chemistry and biochemistry. Prerequisites: Chemistry 358 or 360, and 390 or equivalents, and a course in general biochemistry. Not offered 1988–89.

Lecs, MWF 9:05 and occasionally W 7 p.m. B. A. Baird.
Protein structure and dynamics; steady-state and transient kinetics; binding isotherms; chemical modification enzymes; application of NMR, EPR, and fluorescence; acid-base catalysis; allosterism; discussion of specific enzymes to illustrate general principles.]

[677 Chemistry of Nucleic Acids] Fall. 4 credits. Primarily for graduate students. Prerequisites: Chemistry 358 or 360, and 390 or equivalents. S-U grades only. Not offered 1988–89.

Lecs, MW 10–11:10. D. A. Usher.
Properties, synthesis, reactions, and biochemical reactions of nucleic acids.]

[678 Thermodynamics] Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents. Not offered 1988–89.

Lecs, TR 8:30–9:55. P. L. Houston.
Principles of equilibrium thermodynamics. Thermodynamic functions; First and Second Laws; gases and condensed phases; solutions; phase equilibrium; chemical equilibrium; surface thermodynamics; electrolytes; statistical thermodynamics and the Third Law.]

681 Physical Chemistry III Fall. 4 credits. Prerequisites: Chemistry 288 or 390; Mathematics 213 and Physics 208; or equivalents.

Lecs, MWF 10:10 and occasionally W 7:30 p.m. P. L. Houston.

An introduction to the principles of quantum theory and statistical mechanics, atomic and molecular spectra, and elementary valence theory. At the level of *Quantum Chemistry*, by Levine.

686 Physical Chemistry of Proteins Spring. 4 credits. Primarily for graduate students. Prerequisites: Chemistry 288 or 390 or equivalents. Offered alternate years.

Lecs, MWF 8, and occasionally W 7:30 p.m. H. A. Scheraga.
Chemical constitution, molecular weight, and structural basis of proteins; thermodynamic, hydrodynamic, optical, spectroscopic, and electrical properties; protein and enzyme reactions; statistical mechanics of helix-coil transition in biopolymers; conformation of biopolymers; protein folding.

700 Baker Lectures Fall, on dates to be announced. No credit.

Distinguished scientists who have made significant contributions to chemistry present lectures for periods varying from a few weeks to a full term. This year's lecturer: Jeremy Knowles, Harvard University.

701–702 Introductory Graduate Seminar in Analytical, Inorganic, and Physical Chemistry

701, fall; 702, spring. No credit. Required of all first-year graduate students majoring in analytical, inorganic, physical, theoretical, and biophysical chemistry.

Hours to be arranged. Fall: H. A. Scheraga; spring: B. Carpenter.

716 Selected Topics in Advanced Inorganic Chemistry: Transition Metal Oxides (also Materials Science and Engineering 716) Fall. 3 credits. Prerequisite: some elementary knowledge of chemistry and bonding.

Lecs, MWF 9:05. P. A. Cox.
This course will cover a range of properties of transition metal oxides. It will include a survey of their structure and synthesis and their defect and surface chemistry. Bonding and physical and materials properties, especially those relating to electronic structure, will be emphasized, i.e., optical and magnetic properties, metal-insulator transitions, and superconductivity. The course will have a strong interdisciplinary flavor and should be of interest to solid-state and surface chemists, physicists, and materials scientists at the graduate-student and postdoctoral level.

745 Physical Polymer Science I (also Chemical Engineering 745) Fall. 3 credits. Prerequisite: a graduate-level thermodynamics statistical course.

Lecs, TR 10–11:15.
Thermodynamic properties of dilute, semidilute, and concentrated solutions from both classical and scaling approaches. Characterization techniques of dilute solutions: osmometry, light scattering, viscometry, and sedimentation. Rubber elasticity; mechanical and thermodynamic properties of gels. Polymer melts: equations of state and glass transition phenomenon.

765 Physical Organic Chemistry I Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 665 or permission of instructor.

Lecs, MWF 10:10. D. B. Collum.
Continues and extends the approach of Chemistry 665 to more complicated organic reactions. Emphasis is on applications of reaction kinetics and isotope effects to gain an understanding of reaction mechanisms.

[766 Physical Organic Chemistry II] Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 765 or permission of instructor. Not offered 1988–89.
Quantitative aspects of organic chemistry.]

[774 Chemistry of Natural Products] Fall. 3 credits. Primarily for graduate students. Prerequisites: Chemistry 665–666. Not offered 1988–89.

Lecs, TR 12:20. D. Lynn.

Particular attention is devoted to methods of structure determination and synthesis as applied to selected terpenes, steroids, alkaloids, and antibiotics.]

780 Principles of Chemical Kinetics Fall. 4 credits. Prerequisite: Chemistry 681 or permission of instructor.

Lecs, MWF 9:05. B. Widom.
Principles and theories of chemical kinetics; special topics such as fast reactions in liquids, enzymatic reactions, energy transfer, and molecular beams.

[782 Special Topics in Biophysical and Bioorganic Chemistry Spring. 3 credits. Not offered 1988-89.

Lecs, TR 11:15.
Topics vary from year to year.]

[789 X-ray Crystallography Spring; offered only when sufficient registration warrants. 4 credits. Prerequisite: Chemistry 288 or 390 or permission of instructor. Not offered 1988-89.

MWF 10:10. J. C. Clardy.
A beginning course in the application of X-ray crystallography to structural chemistry. Topics include symmetry properties of crystals, diffraction of X rays by crystals, interpretation of diffraction data, and refinement of structures. The chemical information available from a diffraction experiment is stressed, and theoretical aspects are illustrated by conducting an actual structure determination as a classroom exercise. At the level of Ladd and Palmer's *Structure Determination by X-ray Crystallography*.]

[791 Spectroscopy Fall. 4 credits. Prerequisites: Chemistry 793 or Physics 443 or equivalent. Not offered 1988-89.

Lecs, MWF 10:10. A. C. Albrecht.
Principles of linear and nonlinear atomic and molecular optical spectroscopies. Light-matter interaction, including relaxation phenomena, will be examined within the density matrix formalism. Topics drawn from the current literature will be concerned with coherence and incoherence, high light intensities, and ultrashort light pulses.]

792 Molecular Collision Theory Spring. 3 credits. Hours to be arranged. G. S. Ezra.

The concepts and methods of scattering theory are described with particular emphasis on applications to problems of chemical interest. At the level of Child's *Molecular Collision Theory* and Taylor's *Scattering Theory*.

793 Quantum Mechanics I Fall. 4 credits. Prerequisites: Chemistry 681, coregistration in Mathematics 421, and Physics 431 or equivalents or permission of instructor.

Lecs, MWF 11:15. G. S. Ezra.
Schrodinger's equation, wave packets, uncertainty principle, WKB theory, matrix mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, variational principle, Born-Oppenheimer approximation. At the level of Cohen-Tannoudji's *Quantum Mechanics*.

794 Quantum Mechanics II Spring. 4 credits. Prerequisites: Chemistry 793 or equivalent and coregistration in Physics 432 and Mathematics 422, or permission of instructor.

Lecs, MWF 9:05. A. C. Albrecht.
Time-dependent phenomena in quantum mechanics and interaction with radiation. Group theory and applications in molecular spectroscopy and electronic structure of atoms and molecules. At the level of Weissbluth's *Atoms and Molecules* and Sakurai's *Modern Quantum Mechanics*.

796 Statistical Mechanics Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 793 or equivalent.

Lecs, TR 8:30-9:55. R. Loring.
Microstates, ensembles, partition functions, and fluctuations. Quantum statistics. Thermodynamic properties of ideal gases and crystals. Chemical equilibrium. Imperfect gases. Structure of classical liquids. Phase transition and critical phenomena.

Introduction to nonequilibrium statistical mechanics: density matrix and response theory, transport processes, Brownian motion. At the level of *Statistical Mechanics*, by McQuarrie.

798 Selected Topics in Physical Chemistry Spring. 3 credits. Prerequisite: Chemistry 793 or equivalent; Chemistry 794 recommended but not essential.

Lecs, TR 10:10-11:25. R. Hoffmann.
Topics vary. In spring 1989 the topic will be "From Bonds to Bands: Chemical Bonding in Polymers, on Surfaces, and in the Solid State." The qualitative aspects of the electronic structure and chemical bonding in extended one-, two-, and three-dimensional systems will be discussed. Elementary quantum mechanics at the level of Chemistry 681 (or 793) will be used, but the course is intended to be accessible to a wide range of inorganic and organic as well as physical chemists and to engineers and physicists as well. The relevant elements of solid-state physics will be taught. There will be an emphasis on analogies to discrete molecules, on choices among alternative geometries, on chemisorption, and on delocalization and conductivity.

Chinese

See Departments of Asian Studies, and Modern Languages, Literatures, and Linguistics.

Falcon Program: 255-6457; C. Shih, 213 Morrill Hall, 255-4230; J. Wheatley, 416 Morrill Hall, 255-9301.

Classics

A. Nussbaum, chairman; L. S. Abel, F. M. Ahl (on leave spring 1989), J. Clinton, K. Clinton, J. E. Coleman, M. L. Cook, J. R. Ginsburg (on leave fall 1988), I. Hohendahl, G. M. Kirkwood (emeritus), H. Koliass, P. I. Kuniholm, D. Mankin, (director of undergraduate studies), G. M. Messing (emeritus), P. T. Mitsis (graduate faculty representative), M. Neuburg, P. Pucci (on leave spring 1989), J. S. Rusten, W. Wetherbee

Sir Kenneth Dover, A. D. White Professor-at-Large; W. Ralph Johnson, Townsend Lecturer; Jane Whitehead, Mellon Postdoctoral Fellow

Cornell University has long recognized the importance of studying the civilizations of ancient Greece and Rome. Especially in an age of increasing specialization, study of the Classics is widely viewed as an excellent means of acquiring a liberal education; at Cornell, we are deeply interested in the continuing humanistic values contained in the literature of the ancient world and in gaining a fuller understanding of these important cultures and their imprint upon subsequent ages.

The Department of Classics at Cornell is one of the oldest and largest in the country. With sixteen faculty members, together with professors of related interests in the Departments of History, Philosophy, Comparative Literature, History of Art, Architecture, Modern Languages and Linguistics, and Near Eastern Studies and in the Archaeology and Medieval Studies programs, the range of opportunities for study is very large, including not only the traditional study of language, literature, and ancient history, but also newer developments in the field, such as comparative study of Mediterranean civilizations and modern literary theory.

Although Classics, like other areas of humanistic study, does not aim at providing specific preprofessional training, over the years Classics majors from Cornell have gone on to a wide variety of careers: in law, teaching, medicine, archaeology, diplomacy, management, educational administration, government, and many others.

The department offers courses in Bronze Age and Classical archaeology and is active in field archaeology in Classical lands. It recently sponsored an

archaeological excavation at Alambra, in Cyprus, which served as a field training school for Cornell undergraduate and graduate students, and plans are under way for further excavation projects. On campus there are also collections of ancient artifacts, reproductions of ancient sculpture, and one of the few laboratories in the world to concentrate on the tree-ring dating of ancient monuments from Greece, Cyprus, and Turkey. The archaeology courses may be used to satisfy some of the requirements for the intercollegiate program in archaeology or for the major in Classical civilization. They require no knowledge of either Greek or Latin. Similarly, the department offers a variety of courses and seminars in English on such subjects as Greek mythology, Greek and Roman mystery religions, early Christianity, and Roman law, as well as ancient epic, tragedy, history, and philosophy. For those whose interest in things Greek and Roman extends no further than a desire to understand the English language a little better, the department offers a course in the Greek and Latin elements that make up well over half of modern English vocabulary, and programs in Latin and Greek at the elementary level; another course deals with Greek and Latin elements in bioscientific vocabulary. For the more ambitious there are courses involving the reading, in the original, of Greek and Latin authors from Homer to St. Augustine and Bede and, periodically, the Latin works of Dante, Petrarch, and Milton. The department makes every attempt to adapt its program to the needs of each student. If there is a Classical writer you would like to study, the department will do its best to help you do so whether you are a major in the department or not.

Majors

The Department of Classics offers majors in Classics, Greek, Latin, and Classical civilization.

Classics

Those who major in Classics must complete 24 credits in advanced Greek or Latin (numbered 201 or above) and 15 credits in related subjects selected after a conference with the adviser.

Classical Civilization

Those who major in Classical civilization must complete (a) qualification in Latin and Greek or proficiency in either; (b) 24 credits selected from the courses listed under Classical civilization, Classical archaeology, Latin, and Greek; and (c) 15 credits in related subjects (courses in the humanities selected in conference with the adviser).

Greek

Those who major in Greek must complete 24 credits of advanced courses in Greek and 15 credits in related subjects (including Latin). One or more courses offered by the Department of Comparative Literature may be counted towards the required 24 credits of Greek if the student obtains the prior approval of the major adviser.

Latin

Requirements for the major in Latin parallel those of the major in Greek.

Honors. Candidates for the degree of Bachelor of Arts with honors in Classics, Greek, Latin, or Classical civilization must fulfill the requirements of the appropriate major study as given above and must also successfully complete the special honors courses 370, 471, and 472. Credit for honors courses may be included in the credits required for the major study. Students who wish to become candidates for honors, who have a cumulative average of B+ or better, and who have demonstrated superior performance in Classical courses (Greek, Latin, and Classical civilization), submit an outline of their proposed honors work to the honors committee during the first month of their fifth semester. The chairperson will appoint a committee of three faculty members for each candidate, and the committee will be responsible for evaluating the proposal of the candidate and subsequently supervising his or her work. At the

completion of the honors thesis, which must demonstrate knowledge of the main bibliographical sources, give promise of scholarly talents, and show a creative mind, the committee will determine the level of honors to be awarded.

Study Abroad

Cornell participates in the Intercollegiate Center for Classical Studies in Rome, which offers courses in Latin, Greek, ancient history, art, archaeology, and Italian. Cornell is a member institution of the American School of Classical Studies at Athens, whose Summer Program is open to graduate students and qualified undergraduates. The American Academy in Rome, of which Cornell is also a member institution, offers regular and summer programs for qualified graduate students. For graduate students the Department of Classics offers a few travel grants each year from the Townsend Memorial Fund. Detailed information on these programs is available in the Department of Classics Office, 120 Goldwin Smith Hall.

Summer Support for Language Study

The Beatrice R. Kanders Memorial Scholarship and a certain amount of aid made possible by gifts from the Constantinos C. Polychronis Foundation are normally available to students who want to enroll in intensive Latin or Greek in the Cornell summer session. These six-week courses are designed to enable students to enter second-year Latin or Greek the following fall. Applications are due to the chairman of the Department of Classics by May 1.

Placement in Latin

Placement of first-year students in Latin courses is determined by an examination given by the Department of Classics during orientation week or, if necessary, in the second half of the fall term.

Freshman Writing Seminars

These courses are offered as freshman writing seminars and as freshman electives but may not be used to satisfy the humanities distribution requirement. Consult John S. Knight Writing Seminar Program brochures and the summer session catalog for times, instructors, and descriptions.

109 The Art of Argument: An Introduction to Rhetoric (also English 109) Summer. 3 credits.

113 Word Power: Greek and Latin Elements in the English Language Summer. 3 credits.

114 Word Power for the Biological Sciences Summer. 3 credits.

120 Latin Literature Fall or spring. 3 credits.

121 Classical Archaeology Fall or spring. 3 credits.

122 Ancient Greek History and Those Who Wrote It Spring. 3 credits.

150 Greek and Roman Myths Fall or spring. 3 credits.

Classical Civilization

100 Word Power: Greek and Latin Elements in the English Language Fall. 3 credits.

M W F 10:10. I. Hohendahl.
This course gives the student with no knowledge of Classical languages an understanding of how the Greek and Latin elements, which make up over half our English vocabulary, operate in both literary and scientific English usage. Attention is paid to how words acquire their meaning and to enlarging each student's working knowledge of vocabulary and grammar.

102 Word Power for the Biological Sciences Spring. 3 credits.

M W F 10:10. M. Cook.
This course teaches the Greek and Latin word elements that combine to form most of the specialized terms in

the biological sciences. The student who learns the meanings of these elements and the rules of word formation will usually recognize the basic meaning of any unfamiliar word in this field. Attention will also be paid to misformations, common errors, and words still in use that reflect scientific theories since rejected.

200 Classical Civilization Summer. 3 credits.

F. Ahl.
Readings in translation from the *Iliad*, the *Odyssey*, the *Aeneid*, and Greek and Roman drama, oratory, and history. An encounter with the texts that have shaped our humanistic tradition.

211 The Greek Experience Fall. 3 credits.

M W F 2:30. M. Cook.
An introduction to the literature and thought of ancient Greece. Topics will include epic and lyric poetry, tragedy and comedy, and historical, political, philosophical, and scientific writings. Some attention will also be given to the daily life of ordinary citizens, supplemented by slides of ancient art and architecture.

212 The Roman Experience Spring. 3 credits.

T R 10:10–11:25. J. Ginsburg.
An introduction to the civilization of the Romans as expressed in their literature, art, and social and political institutions. This course will examine not only the intellectual life of the Romans but what it meant for men and women of all social classes to live in the Roman world. Selected readings in translation of works of literature, history, and philosophy, supplemented by slides and other visual materials.

217–218 Initiation to Greek and Roman Cultures

Limited to 18 students. These courses are intended especially for freshmen (a few exceptionally motivated sophomores or upperclass students may be accepted) and may be taken independently of one another. Apply in writing to the chairman, Department of Classics, 120 Goldwin Smith Hall.

Knowledge of Greek or Latin is not necessary, since all texts are in translation. What is necessary is the willingness to participate in three one-hour seminars each week and also a supplementary one-hour (occasionally two-hour) session, during which the class will audit and discuss Greek or Latin plays (on videotape), produce readings of works like Platonic dialogues, tragedies, comedies, satire, and courtroom speeches; visit museums; and participate in workshops with specially invited guests.

217 Initiation to Greek Culture Fall. 4 credits.

M W F 10:10, plus one hour to be arranged.
D. Mankin, P. Mitsis.
The Archaic Age of Greece saw the flowering of Greek poetry and the birth of Western science and philosophy; in no other period were questions about the nature and limits of poetic truth and the foundations and possibility of rational thought raised with such immediacy. This year the course takes as its theme "The Lyre of Truth: Early Greek Poetry and Philosophy." We will read selections from the poets and philosophers of the Archaic Age—Homer, Hesiod, the lyric poets, and pre-Socratic philosophers—in order to explore the complex relationship between poetry and the emerging concept of rational truth. We also will study the influence of Archaic Age thought on the writings of later Greeks such as Aeschylus, Herodotus, and Plato.

218 Initiation to Roman Culture: Classical and Anticlassical in Later Antiquity Spring. 4 credits.

M W F 11:15, plus one hour to be arranged. J. Romm, W. Wetherbee.
As the Roman empire evolved, the Greco-Roman world saw an increasing dissolution of the political unity that Republican Rome had achieved; in addition, high classical literature had become largely the expression of form without meaning. In response to this degeneration in the public sphere, the individual's private search for meaning and wholeness takes on new importance in later antiquity, in science, religion, philosophy, and narrative literature. This course will examine a wide range of works that reexamine traditional literary forms so as to focus on a purely personal, internal exploration of world and self. Texts will include both Christian and pagan authors, as well as

both Greeks and Romans. Major works to be considered, among others, are Vergil's *Aeneid*, fantasies of Lucian and Apuleius, and Augustine's *Confessions*.

[222 The Individual and Society in Classical Athens Spring. 3 credits. Prerequisite: Classics 211 or 220 or History 161 or 265 or 266 or permission of instructor. Not offered 1988–89.]

From Classical Athens (fifth and fourth centuries B.C.) come many of the most outstanding achievements in Western civilization: in literature, art, philosophy, historical writing, and the sciences. This course will survey Athenian daily life and discuss Athenian society with a view to isolating aspects that facilitated the development of the individual and individual achievement. Topics will include family life, education, economics, government, material culture, religion, and social structure. Political and military history, while not totally disregarded, will not be of primary concern.]

[224 Greek Philosophy Fall. 3 credits. Not offered 1988–89.]

An introduction to the pre-Socratic philosophers and Plato.]

[225 Hellenistic and Roman Philosophy Spring. 4 credits. Not offered 1988–89.]

M W F 2:30. P. Mitsis.
An introduction to late Greek and Roman philosophy, including Epicureans, Stoics, and Skeptics. Topics include philosophy of language and epistemology, materialism, personal identity, free will and necessity, and ethical naturalism.]

235 Modern Greek Poetry and Politics (also Comparative Literature 235 and Government 335) Fall. 3 credits.

T R 1:25–2:40. G. Holst-Warhaft.
The history of modern Greece has been marked by series of political crises that have resulted in deep divisions in society. Greek poetry has reflected these crises and divisions, and in this course the poetry of nineteenth- and twentieth-century Greece will be interpreted in its historical and political context. The course will concentrate on four periods in which there has been a particularly strong interaction. The continuity of ancient Greek myths in modern Greek poetry will also be explored. Students taking this course as Government 335 for 4 credits must write an additional paper on a political topic.

236 Greek Mythology (also Comparative Literature 236) Fall. 3 credits.

T R 11:40–12:55. M. Neuburg.
A survey of the Greek myths, with emphasis on the reconstruction of the content and significance of the myths in preliterate Mediterranean society, including the place of myth in Greek life and consciousness; the factors and influences involved in the creation of myths; and the use of myths for our understanding of Greek daily life, religion, and moral and political concepts.

237 Greek and Roman Mystery Cults Spring. 3 credits.

T R 11:40–12:55. K. Clinton.
Greek religion constitutes one of the essential features of ancient Greek civilization and distinguishes it from later Western civilization. Since religion permeates Greek culture, including the major art forms (epic poetry, tragedy, comedy, architecture, painting, and sculpture), the course will investigate the interaction of religion with these forms—an investigation that is fruitful both for the understanding of Greek religion and the forms themselves, some of which, like tragedy, originated in cult. A representative variety of cults and their history will be studied with special emphasis on mystery cults, such as the Eleusinian mysteries of Demeter and Persephone, the Kabiroi, the Great Gods of Samothrace, and Bacchic rites.

[238 The Ancient Epic Fall. 3 credits. Not offered 1988–89.]

M W F 10:10. K. Clinton.
A close reading of the Homeric epics and Vergil's *Aeneid*. The *Iliad* and the *Odyssey* will be considered as oral poetry and in terms of their place in a traditional

society but with reference to modern interpretations. The *Aeneid* will be read as a major rewriting of Homer designed for a new audience.]

[239 Greek and Roman Mystery Cults and Early Christianity] 3 credits. Prerequisite: Classics 237 or permission of instructor. Not offered 1988–89.
K. Clinton.

A study of the controversial question of religious continuity between paganism and early Christianity. After a brief survey of Classical mystery cults and Hellenistic religion, the course will focus on such Hellenistic cults as the mystery cults of Isis, Bacchus, and Attis and the Great Mother and on the distinctive features that contributed to their success. Discussion of Christian liturgy and beliefs both in the East and the West to determine what Christianity owed to its pagan predecessors and to isolate the factors that contributed to its triumph over the "rival" pagan cults of late antiquity.]

[245 Greek and Roman Historians] Spring. 3 credits. Not offered 1988–89.

T R 2:30–3:45. J. Ginsburg.
Study of historical writing in antiquity through selected readings in translation from the Greek and Roman historians. Among topics to be examined are the historian's task as understood by the ancients; the method, narrative technique, and accuracy of the Greek and Roman historians; and their attitudes toward the events that they relate.]

[300 Greek and Roman Drama: Greek Tragedy (also Comparative Literature 300)] Spring. 4 credits. Not offered 1988–89.

The tragedies of Aeschylus, Sophocles, and Euripides, read in translation. The main emphasis will be on the form of the dramas and on their meaning in the fifth century B.C. and today.]

[333 Latin Foundations of Western Literature (also Comparative Literature 333)] Spring. 4 credits. Not offered 1988–89.]

[336 Foundations of Western Thought (also Comparative Literature 336)] Fall. 4 credits. Not offered 1988–89.

M W F 2:30. P. Mitsis.
The Greeks and Romans first raised many of the central questions that have long preoccupied Western thinkers: Is belief in a god rational or just a matter of faith? Are there objective ethical and political values? Are we responsible for our actions if everything in the world is causally determined? What is the relation of science and politics, and how is scientific thinking distinguished from myth? We will examine the cultural, political, and religious contexts in which such questions first arise and assess the distinctively Greek and Roman responses given by Classical tragedians, historians, philosophers, and religious thinkers. Authors examined will include Homer, Heraclitus, Aeschylus, Sophocles, Thucydides, Plato, Aristotle, Epicurus, the Stoics, St. Paul, and Augustine.]

[337 Ancient Philosophy of Science] Spring. 4 credits.

M W F 1:25. M. Cook.
The development of scientific method by the ancient Greeks; the pre-Socratic philosophers, Aristotle, the ancient atomists, and the medical writers (Hippocrates, Galen, and the empiricists).

[339 Ancient Wit: An Introduction to the Theory and Form of Comic and Satiric Writing in Greece and Rome (also Comparative Literature 339)] Fall. 4 credits. Not offered 1988–89.

F. Ahl.
The aim is not only to provide an introduction to the comedy, satire, and other humorous writing in Greek and Roman literature, but to discuss the ancient works in light of modern theories of comedy and laughter. Discussion of the nature of laughter itself in light of both ancient and modern scholarship on the subject, from Plato's *Philebus* to Freud's *Wit and Its Relations to the Unconscious* and Koestler's *The Act of Creation*.

Examination of select works and passages of Homer, Euripides, Aristophanes, Hierocles, Lucian, Plautus, Nonnus, Horace, Martial, Juvenal, and Petronius.]

[340 Ancient Greek Constitutions] Fall. 3 or 4 credits (3 credits for the Tuesday seminar in translation; an additional credit for the Thursday section for those who can read Greek). Prerequisite: one of the following: survey of Greek history, a course in Greek civilization, ability to read Greek, or permission of instructor. Not offered 1988–89.

T 12:20–2:15, R 12:20–1:10. L. Abel.
The Greek word *politeia* means "constitution," but not a single written document. It means the form of political life within a state. This course will survey briefly the variety of forms of political life in ancient Greece from the time of Homer to the Classical fourth-century Athenian democracy. The majority of time will be devoted to the history, functioning, and assessment of the Athenian democracy and Athenian law. The second major topic will be the constitution of Sparta and its role as the alternative to democracy. As each constitution is studied, the role of women and ideas of justice within the state will be considered. Required readings will be in translation. For those who can read Greek, an additional hour will be arranged each week to study selected documents in the original.]

[363 Women in Classical Greece and Rome (also Women's Studies 363)] Spring. 4 credits. Not offered 1988–89.

M W 2:30–3:45. L. Abel, J. Ginsburg.
In this course students will examine the evidence about the social and political position of women in ancient Greece and Rome and consider the images of women in Classical literature. The purpose will be to trace the origins of some Western attitudes about women and to address general historical questions about evidence and problems in using literature and historical writing to assess social roles.]

[380 Roman Society and Politics under the Julio-Claudians] Spring. 4 credits. Prerequisite: Classics 212, History 268, or permission of instructor.

W 2:30–4:30. J. Ginsburg.
An undergraduate seminar examining several of the important social and political changes in Roman society under Augustus and his successors, the Julio-Claudians. Topics to be investigated include Augustus's consolidation of power through political and social revolution, the Augustan attempt to regulate family life and social relations by legislation, the relation of the emperor Tiberius with the members of the old ruling class, the growth of the imperial bureaucracy and the new opportunities for social mobility, the political opposition to Claudius and Nero, Nero's cultural and provincial policy, and the manipulation of the imperial cult. All readings will be in English.

[382 Greeks, Roman, and Victorians (also Society for the Humanities 382)] 4 credits. Not offered 1988–89.

F. Ahl.
Modern popular and scholarly views of Greek and Latin literature were shaped in the Victorian years of the nineteenth century, between the years of Republican and Marxist revolution. This course explores some of the ways in which nineteenth-century social and intellectual upheavals, and changes in scholarly techniques and approaches, may have affected how English and Irish writers presented Greco-Roman antiquity and, especially, how they began to discard an idealized past based on a Roman model for one based on a Greek model. The focus will be on poets and dramatists (and a few artists and novelists) rather than on philosophers and scientists. The varied influences of Vergil and Homer, Seneca and Sophocles, Plautus and Aristophanes, Horace, and Greek lyric poetry will be discussed in selected works of writers such as Thomas Moore, Shelley, Byron, Swinburne, Arnold, Tennyson, W. S. Gilbert, Oscar Wilde, Samuel Butler, and others, including important artists such as Aubrey Beardsley.]

[465–466 Independent Study in Classical Civilization, Undergraduate Level] 465, fall; 466, spring. Up to 4 credits.

Hours to be arranged. Staff.

[610 Language of Myth (also Anthropology 610)] Spring. 4 credits. Not offered 1988–89.

P. Pucci.
An analysis of the theories on language leading to Levi-Strauss and Derrida.]

[681 Patristic Seminar: Graduate] Fall or spring. 4 credits. Not offered 1988–89.]

[711–712 Independent Study for Graduate Students in Classical Civilization] 711, fall; 712, spring. Up to 4 credits.

Hours to be arranged. Staff.

Greek

101 Greek for Beginners Fall. 4 credits.
M T W F 12:20. M. Cook.

Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

103 Attic Greek Spring. 4 credits. Prerequisite: 101 or equivalent.

M T W F 12:20. M. Neuburg.
A continuation of Classics 101.

104 Intensive Greek Summer. 6 credits.
An intensive introduction combining the fundamentals of ancient Greek grammar with readings from a variety of Classical authors in the original Greek.

111–112 Modern Greek 111, fall; 112, spring. 3 credits each term.

Fall: M W F 9:05. G. Messing; spring: M W F 1:25. H. Kolas.

201 Attic Authors Fall. 3 credits. Prerequisite: Classics 103 or 104 or equivalent.

M W F 1:25. K. Clinton.
Selected readings from Greek prose writers.

203 Homer Spring. 3 credits. Prerequisite: Classics 103 or 104 or equivalent.

M W F 2:30. J. Rusten.
Readings in the Homeric epics with emphasis on formulaic style.

[204 Plato] Spring. 3 credits. Prerequisite: Classics 103 or equivalent. Not offered 1988–89.

M W F 1:25. Staff.
Selected readings from Plato.]

[209 Greek Composition] Fall. 3 credits.
Prerequisite: Classics 203 or 204 or equivalent. Not offered 1988–89.]

[210 Greek Composition] Spring. 3 credits.
Prerequisite: Classics 209 or equivalent. Not offered 1988–89.]

213 Intermediate Modern Greek Fall. 3 credits.
Prerequisite: Classics 112 or placement by departmental examination.

M W F 12:20. H. Kolas.
This course, designed for students who have completed introductory modern Greek or have a reading knowledge of the language, will review modern Greek grammar and give attention to developing facility in conversational and written expression, usually in connection with assigned readings in modern Greek prose and poetry. Audio- and videocassettes will be used from time to time to introduce contemporary Greek life and culture.

[301 Greek Historians] Fall. 4 credits. Prerequisite: Classics 203 or 204 or equivalent. Not offered 1988–89.

M W F 1:25. M. Cook.
Topic varies. Most recently the course consisted of reading (in Greek) and study of selected passages from Herodotus.]

302 Greek Tragedy: Sophocles (also Classics 417) Fall. 4 credits. Prerequisite: Classics 203 or equivalent.

T R 10:10–11:25. P. Pucci.

[303 Readings in Greek Rhetoric] Fall. 4 credits. Not offered 1988–89.

M W F 9:05. P. Mitsis.
An examination of the development of Greek rhetorical theory and practice from Antiphon to Dinarchus. Consideration will be given not only to the methods and techniques of Attic oratory, but also to its legal and political context. These texts will also be studied as important sources for the Greeks' views on such ethical questions as the nature of responsibility, moral obligations between citizens, and the morality of war.]

[305 Attic Comedy] Fall. 4 credits. Prerequisite: Classics 203 or 204 or equivalent. Not offered 1988–89.

M W F 10:10. M. Cook.]
[306 Greek Melic, Elegiac, and Bucolic Poetry] Spring. 4 credits. Prerequisite: Classics 203 or 204 or equivalent. Not offered 1988–89.
A survey of selected "lyric" poems from the Archaic to the Hellenistic ages. Special attention to the historical and literary context of the poetry.]

[307 Plato] Fall. 4 credits. Prerequisite: Classics 203 or 204 or equivalent. Not offered 1988–89.

M W F 2:30. P. Mitsis.
Plato on egoism, love, and friendship: *Lysis* and *Symposium*.]

[308 New Testament Greek] Fall. 4 credits. Prerequisite: at least three terms of college-level Greek or permission of instructor. Not offered 1988–89.
Selected readings from the Gospels and other New Testament writings will aim at giving students the ability to translate Koine Greek with relative ease.]

310 Greek Undergraduate Seminar (also Classics 418) Spring. 4 credits. Prerequisite: two 200-level courses in Greek or permission of instructor.

M W F 12:20. J. Rusten.
Thucydides: an introduction, combining detailed study of his style with attention to his possible sources, methods of composition, and political thought. The entire *Peloponnesian War* read in English; selections in Greek from the prefatory material, the speeches in books one to three, the debates over Mytilene and Melos, and the narrative of the Sicilian disaster.

311 Greek Philosophical Texts (also Philosophy 411) Fall or spring. Up to 4 credits. Prerequisite: knowledge of Greek and permission of instructor.
Hours to be arranged. T. H. Irwin.
Reading of Greek philosophical texts in the original.

[340 Ancient Greek Constitutions] Fall. 3 or 4 credits. Prerequisite: at least one of the following: survey of Greek history, a course in Greek civilization, ability to read Greek, or permission of instructor. Not offered 1988–89.
T 12:20–2:15, R 12:20–1:10. L. Abel.
See description under Classical Civilization.]

401–402 Independent Study in Greek, Undergraduate Level 401, fall; 402, spring. Up to 4 credits.
Hours to be arranged. Staff.

417 Advanced Readings in Greek Literature: Sophocles (also Classics 302) Fall. 4 credits. For advanced undergraduates and graduate students. Prerequisite: two terms of 300-level Greek or permission of instructor.
T R 10:10–11:25. P. Pucci.

418 Advanced Readings in Greek Literature: Thucydides (also Classics 310) Spring. 4 credits. For advanced undergraduates and graduate students. Prerequisite: two terms of 300-level Greek or permission of instructor.
M W F 12:20. J. Rusten.
For description, see Classics 310.

419 Advanced Greek Composition: The Poetics of Greek Prose Fall. 3 credits. Prerequisite: Classics 209–210 or equivalent.
M W F 10:10. J. Rusten.

Theoretical questions (rivalry with song, relation to speech, the voices of declamatory, narrative, analytical and documentary prose). Techniques (word order, repetition and parallelism, abstraction and personification, rhythm and sound play). Readings of texts from four generations: (1) Heraclitus, the *Logographoi*, and the Hippocratics; (2) Herodotus, Antiphon, and Gorgias; (3) Lysias, Thucydides, and Isocrates; (4) Plato and Demosthenes. Concludes with a look at the de-poetification of prose by Aristotle and the embalming of the dead tradition in "Atticism."

[442 Greek Philosophy] Fall or spring. 4 credits. Not offered 1988–89.]

[605–606 Graduate Survey of Greek Literature] 605, fall; 606, spring. 4 credits each term. Prerequisite: linguistic proficiency to be determined by instructor. Not offered 1988–89; next offered 1989–90.
M W F 11:15. Staff.

A survey of Greek literature in two semesters. Classics 605: Greek literature from Homer to the mid-fifth century. Classics 606: Greek literature from the late fifth century to the Empire.]

671 Graduate Seminar in Greek: Euripides Fall. 4 credits.
W 1:25–4:25. P. Pucci.

672 Graduate Seminar in Greek: Attic Festivals Spring. 4 credits.
W 1:25–4:25. K. Clinton.

701–702 Independent Study for Graduate Students in Greek 701, fall; 702, spring. Up to 4 credits.
Hours to be arranged. Staff.

Latin

105 Latin for Beginners Fall. 4 credits.
M T W F 9:05, P. Mitsis; M T W F 11:15, F. Gruber; M T W F 1:25, I. Hohendahl; M T W F 2:30, M. Neuburg.
An introductory course in the essentials of Latin, designed for rapid progress toward reading the principal Latin writers.

106 Elementary Latin Spring. 4 credits. Prerequisite: Classics 105 or placement by departmental examination.
M T W F 9:05, P. Mitsis; M T W F 11:15, M. Neuburg; M T W F 2:30, F. Gruber.
A continuation of Classics 105, using readings from various authors.

107 Intensive Latin Spring or summer. 6 credits.
Spring: M W F 9:05 and T R 8:40–9:55.
I. Hohendahl.
Prepares students in one term for 200-level Latin.

205 Intermediate Latin Fall. 3 credits. Prerequisite: Classics 106, 107, or 108 or placement by departmental examination.
M W F 11:15, K. Clinton; M W F 1:25, A. Nussbaum.
Readings in Latin prose.

207 Catullus Spring. 3 credits. Prerequisite: Classics 106, 107, or 108 or one term of 200-level Latin.
M W F 10:10. D. Mankin.

[208 Roman Drama] Spring. 3 credits. Prerequisite: Classics 106, 107, or 108 or one term of 200-level Latin. Not offered 1988–89.]

216 Vergil Spring. 3 credits. Prerequisite: one term of 200-level Latin.
M W F 1:25. J. Romm.

241 Latin Composition Fall. 3 credits. Prerequisite: Classics 106, 107, or 108 or equivalent.
T R 8:40–9:55. F. Ahl.

242 Latin Composition Spring. 3 credits. Prerequisite: Classics 241 or equivalent.
T R 1:25–2:40. J. Ginsburg.

312 Latin Undergraduate Seminar (also Classics 411) Fall. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor.
M W F 12:20. J. Rusten.

Roman comedy: Plautus and Terence. The Greek "new comedy" basis. Reflections of Roman society. Meters of speech and song. Influence on the comedy of Italy, England, and France in the Renaissance. Readings in translation from numerous plays; in Latin from *Pseudolus* and *Menaechmi*, *Phormio*, and *Adelphoi*.

[314 The Augustan Age] Fall. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1988–89.]

[315 Roman Satire] Spring. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1988–89.]

316 Roman Philosophical Writers (also Classics 412) Spring. 4 credits. Prerequisite: two terms of 200-level Latin.

Hours to be arranged. P. Mitsis.
An examination of some central Roman philosophical texts.

[317 Roman Historiography] Fall. 4 credits. Prerequisite: one term of 200-level Latin or permission of instructor. Not offered 1988–89.
M W F 1:10. J. Ginsburg.

Reading of three "conspiracy narratives" from the works of Sallust, Livy, and Tacitus. Class discussion will focus both on historical questions (such as the causes of discontent that gave rise to these episodes in Roman history and why the Romans defined these events as conspiracies) and on the narrative techniques used by Roman historians to impose an interpretation on their material.]

[318 Roman Elegy: Tibullus, Propertius, Ovid] Spring. 4 credits. Prerequisite: two terms of 200-level Latin. Not offered 1988–89.]

[366 Late Latin: Epic after Vergil] Fall. 4 credits. Not offered 1988–89.
T R 10:10–11:25. F. Ahl.
Selections from Ovid, Lucan, Statius, Silius, and Prudentius to illustrate the development and refinement of Latin epic during the Roman Empire.]

368 Medieval Latin Literature Fall. 4 credits. Prerequisite: Classics 216 or permission of instructor.
M W F 2:30. W. Wetherbee.
Close study of selected Medieval Latin texts and their historical and cultural contexts. Texts for 1988: Boethius, *Consolation of Philosophy*; Abelard, *Historia Calamitatum*; and selected lyrics from the *Carmina Burana*.

411 Advanced Readings in Latin Literature (also Classics 312) Fall. 4 credits. For advanced undergraduates and graduate students. Prerequisite: two terms of 300-level Latin or permission of instructor.
M W F 12:20. J. Rusten.
For description, see Classics 312.

412 Advanced Readings in Latin Literature (also Classics 316) Spring. 4 credits. For advanced undergraduates and graduate students. Prerequisite: two terms of 300-level Latin or permission of instructor.
Hours to be arranged. P. Mitsis.
For description, see Classics 316.

[441 Advanced Latin Composition] Fall. 3 credits. For undergraduates who have completed Latin 241–242 and for graduate students. Not offered 1988–89.]

451–452 Independent Study in Latin, Undergraduate Level 451, fall; 452, spring. Up to 4 credits.
Hours to be arranged. Staff.

625–626 Graduate Survey of Latin Literature 625, fall; 626, spring. 4 credits each term. Prerequisite: linguistic proficiency to be determined by instructor.
M W F 11:15. D. Mankin.

A survey of Latin literature in two semesters. Classics 625: Latin literature from its beginnings to the end of the Republic. Classics 626: Latin literature of the Imperial period.

679 Graduate Seminar in Latin: Ovid Fall. 4 credits.

R 1:25–4:25. F. Ahl.

680 Graduate Seminar in Latin: Propertius, Book IV Spring. 4 credits.

R 1:25–4:25. R. Johnson.

751–752 Independent Study for Graduate Students in Latin 751, fall; 752, spring. Up to 4 credits.

Hours to be arranged. Staff.

Classical Archaeology

219 Mediterranean Archaeology (also Near Eastern Studies 267) Fall. 3 credits.

T R 10:10–11:25. J. Coleman.

An examination of the archaeological bases of ancient Mediterranean civilization with special focus on contacts and interrelationships in the Bronze Age (ca. 3500–1100 B.C.). Topics include the Neolithic of Anatolia, Greece, and the Near East; the rise of civilization in Egypt; the Bronze Age states of Syro-Palestine (Ebla, Ugarit, Byblos, etc.); Cyprus, copper, and the Alasia question; the Hittites and Bronze Age Anatolia; the early Bronze Age in Greece; Minoans, Mycenaeans, and their eastern and western contacts; the Bronze Age in the western Mediterranean; and ancient ships and trade in the late Bronze Age.

220 Introduction to Art History: The Art of the Classical World (also History of Art 220) Spring. 3 credits.

M W F 10:10. A. Ramage.

The sculpture, vase painting, and architecture of the ancient Greeks, from the Geometric period through the Hellenistic, and the art of the Romans from the early republic to the late empire.

[221 Minoan-Mycenaean Art and Archaeology (also Archaeology 221 and History of Art 221)] Fall. 3 credits. Students may not obtain credit for both this course and Classics 319. Not offered 1988–89.

T R 10:10–11:25. Staff.

The birth of civilization in Greece and the Aegean islands during the Bronze Age. The main focus is on the rise and fall of Minoan Crete and Mycenaean Greece, with consideration given to the nature and significance of Aegean interactions with Egypt, the Near East, and Anatolia.]

[233 Archaeology in Action II (also Archaeology 233)] Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1988–89.

M 2:30; two labs to be arranged. P. I. Kuniholm. Objects from the Classical, Hellenistic, and Roman periods are "dug" out of Cornell basements, identified, cleaned, restored, catalogued, and photographed and are considered in their appropriate historic, artistic, and cultural contexts.]

250 Etruscan Art and Archaeology (also Archaeology 250 and History of Art 223) Fall. 3 credits.

M W F 12:20. J. Whitehead.

An examination of Etruscan culture for both its uniqueness and its diversity. The first part of the course will trace the history and the art of the Etruscans, beginning with questions of their origins and ending with their assimilation into the Roman state. Developments in artistic style run parallel to those in Greek art and illuminate the unique Etruscan character. The second half will focus on the individual cities and how strongly they differed from one another in their art, customs, practices, and relationship to Rome.

309 Dendrochronology of the Aegean (also Archaeology 308) Fall or spring. 4 credits. Limited to 10 students. Prerequisite: permission of instructor.

M 12:20; two labs to be arranged. P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in Greece or Turkey.

319 Minoan-Mycenaean Archaeology Spring. 4 credits. Prerequisite: participants are expected already to have completed some course work in Mediterranean or Classical archaeology (e.g., Classics 219/Near Eastern Studies 267, Classics/History of Art 220). Students may not obtain credit for both this course and Archaeology/Classics/History of Art 221.

T R 10:10–11:25. J. Coleman.

The art and archaeology of Greece and the Aegean in the Bronze Age (c. 3500–1100 B.C.). Detailed treatment is given to the Minoan and Mycenaean civilizations of the middle and late Bronze Age. Other topics include the Neolithic "background" of Aegean civilization, the early Bronze Age in Greece, Crete, and the Cycladic islands; the volcanic eruption of Thera; and Aegean interconnections with Cyprus and the Near East and, in particular, the evidence for Mycenaean shipping, trade, and immigration from 1400–1100 B.C. Two papers will be presented in class, and these will subsequently be handed in and graded.

[320 Arts and Monuments of Athens (also History of Art 320)] Spring. 4 credits. Prerequisite: Classics 220 or permission of instructor. Not offered 1988–89.

M W F 1:25. J. Coleman.

Recent developments in the archaeology of Athens from the Geometric period to late antiquity. Topics will include consideration of the nature of Athenian society and an assessment of the influence of Athens on the rest of the Greek world and beyond.]

[321 Archaeology of Cyprus (also History of Art 321)] Spring. 4 credits. Prerequisite: Classics 220 or permission of instructor. Not offered 1988–89.

Study of Cyprus from its first settlement in the Neolithic period until the end of the ancient world. Special emphasis on the Bronze Age, the acme of Cypriot culture, and the neighboring civilizations. Lectures and oral reports by students.]

322 Greeks and Their Neighbors (also History of Art 328) Fall. 4 credits. Prerequisite: Classics 220 or 221, or permission of instructor.

T R 1:25–2:40. J. Coleman.

A study of the archaeological and other evidence for the interaction between Greek civilization and the eastern and western Mediterranean from the thirteenth to the fourth centuries B.C.E. The course will focus on Greek relationships with Phoenicia and the rest of the Levant, Cyprus, Anatolia, and the Etruscans in the post-Bronze Age period.

[323 Painting in the Greek and Roman World (also History of Art 323)] Spring. 4 credits. Not offered 1988–89.

M W F 2:30. A. Ramage.

Vase painting, wall painting, and mosaics from the ancient Mediterranean world will be studied in conjunction with the testimony of Greek and Roman sources. An attempt will be made to grasp the concerns and achievements of the Classical painters.]

[325 Greek Vase Painting (also History of Art 325)] Spring. 4 credits. Not offered 1988–89.

M W F 9:05. A. Ramage.

A stylistic and iconographical approach to an art in which the Greeks excelled. The course will be arranged chronologically, from the early (eleventh century B.C.) anonymous beginnings to the "personal" hands of identifiable masters of the fifth and fourth centuries B.C. Styles other than Attic will be stressed.]

[326 Art and Archaeology of Archaic Greece (also History of Art 326)] Fall. 4 credits. Not offered 1988–89.

A study of the formative period of Classical Greek civilization, based primarily on the evidence of art and archaeology. Attention is concentrated on the beginnings and early developments of architecture, sculpture, and painting.]

[327 Greek and Roman Coins (also History of Art 327)] Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

M 2:30 plus lab to be arranged. P. Kuniholm.

The varied issues of Greek cities and the Roman state are examined. Coins are considered as art objects as well as economic and historical documents. The changes in design, value, and metals from the origins of coinage to the late Roman period are studied. Lectures, student presentations, and work with actual examples.]

[328 Greek Architecture (also History of Art 324)]

Fall. 4 credits. Prerequisite: Classics 220 or permission of instructor. Not offered 1988–89.]

[329 Greek Sculpture (also History of Art 329)]

Spring. 4 credits. Not offered 1988–89.

This course will examine ancient Greek sculpture, both three-dimensional and two-dimensional, from the Archaic period to the Hellenistic. We will study various aspects of the works: technological advances in handling materials, the changing ideology of the sculptors, regionality of styles, and taste of individual patrons. Sculptures of marble and bronze will be considered, and comparisons with other ancient civilizations that influenced the Greek will be undertaken.]

[330 Art in Pompeii: Origins and Echoes (also History of Art 330)] Spring. 4 credits. Not offered 1988–89.]

350 Arts of the Roman Empire (also History of Art 322) Fall. 4 credits.

M W F 9:05. A. Ramage.

The visual arts in the service of the first world state. The course starts with the Etruscan and Republican period but concentrates on monuments of the Imperial era in Italy and the provinces until the time of Constantine.

356 Practical Archaeology (also Archaeology 356)

Spring. 4 credits. Prerequisite: one course in archaeology.

T R 11:40–12:55, plus lab to be arranged.

J. Coleman.

The fundamentals of archaeological fieldwork, including techniques of excavation and recording. Hands-on experience with cataloging of ancient objects in the Herbert F. Johnson Museum of Art and the collection of the Department of Classics and with surveying equipment such as the dumpy level. No previous fieldwork required. Especially recommended for those planning to participate in summer field programs such as the Cornell project at Halai and East Lokris in Greece.

423 Ceramics (also Archaeology 423 and History of Art 423) Fall. 4 credits. Prerequisite: Classics 220 or History of Art 220 or permission of instructor.

T 2:30–4:30. A. Ramage.

Greek and Roman pottery specimens from several Near Eastern and Mediterranean sites will be studied to provide direct experience in one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. A report, delivered in class, will concern ancient ceramic materials or particular types and periods. Practical experience in making and decorating pottery will be encouraged.

[431 Greek Sculpture (also History of Art 431)] Fall. 4 credits. Not offered 1988–89.]

[432 Sardis and the Cities of Asia Minor (also History of Art 432)] Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

T 2:30–4:30. A. Ramage, P. Kuniholm.

The growth and interaction of the Greek and Roman cities and their art will be studied using the finds and conclusions from the Cornell-Harvard excavations at Sardis as a focal point. The magnificent works of art and architecture will be set beside domestic remains and objects of daily life. We shall examine local themes in the context of the history, topography, and the larger

political and economic scene in Asia Minor. Topics will range over a long period, from the late Bronze Age to the early Byzantine era.]

434 The Rise of Classical Greece (also Archaeology 434 and History of Art 434) Spring. 4 credits. Prerequisite: Classics 220 or 221, History of Art 220 or 221, or permission of instructor.
T R 2:55–4:25. P. I. Kuniholm.

The art and archaeology of the Greek dark ages. Topics include site reports, pottery, metalworking, the introduction of the alphabet, the beginnings of coinage, and links with Anatolia and the Near East.

475–476 Independent Study in Classical Archaeology, Undergraduate Level 475, fall; 476, spring. Up to 4 credits.
Hours to be arranged. Staff.

[629 Graduate Seminar in Bronze Age Archaeology] Fall. 4 credits. Not offered 1988–89.
T 1:25–4:25. J. Coleman.

Cyprus and its interconnections with the Aegean and the Near East in the middle and late Bronze Ages. Special focus on the problems of trade between Cyprus and the Aegean in the late Bronze Age.]

[630 Graduate Seminar in Classical Greek Archaeology] Fall. 4 credits. Not offered 1988–89.
M 1:25–4:25. J. Coleman.

The rise of Greek civilization in the seventh and sixth centuries B. C. is exemplified in art, architecture, and daily life. Focus on the evidence for the formation of the Greek *polis*, such as religious and military architecture, density of settlement, and interrelations between towns, cities, and regions.]

721–722 Independent Study for Graduate Students in Classical Archaeology 721, fall; 722, spring. Up to 4 credits.
Hours to be arranged. Staff.

Greek and Latin Linguistics

[421 Greek Comparative Grammar (also Linguistics 609)] Fall. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1988–89.
A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

[422 Latin Comparative Grammar (also Linguistics 610)] Fall or spring. 4 credits. Prerequisites: thorough familiarity with the morphology of classical Latin. Not offered 1988–89.
A. Nussbaum.

The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.]

[424 Italic Dialects (also Linguistics 612)] Fall or spring. 4 credits. Not offered 1988–89.
A. Nussbaum.

The phonology and morphology of Faliscan, Oscan, and Umbrian studied through the reading of epigraphical texts. Attention to the relationships of these languages to Latin and the question of Proto-Italic.]

[425 Greek Dialects (also Linguistics 611)] Fall or spring. 4 credits. Not offered 1988–89.
A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

426 Archaic Latin (also Linguistics 614) Spring. 4 credits. Prerequisite: reading knowledge of Latin.
Hours to be arranged. A. Nussbaum.

Reading of epigraphic and literary preclassical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.

[427 Homeric Philology (also Linguistics 613)] Fall or spring. 4 credits. Prerequisite: ability to read Homeric Greek. Not offered 1988–89.
A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, epicisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

[429 Mycenaean Greek (also Linguistics 615)] Fall or spring. 4 credits. Prerequisite: thorough familiarity with the morphology of Classical Greek. Not offered 1988–89.
A. Nussbaum.

An introduction to the epigraphy, language, and content of the Linear B tablets with special attention to their implications for Greek historical grammar and dialectology.]

Honors Courses

370 Honors Course Spring. 4 credits. To be taken in the junior year.

A program of reading and conferences centered on an author or topic chosen in accordance with the special interests of the student and instructor.

471 Honors Course Fall. 4 credits. To be taken in the senior year.
A continuation of Classics 370, with change of author or topic.

472 Honors Course: Senior Essay Spring. 4 credits. For students who have successfully completed Classics 471.
Topics must be approved by the student's honors committee at the end of the first term of the senior year.

Related Courses in Other Departments

See listings under:

Archaeology
Comparative Literature
English
History
History of Art
Medieval Studies
Modern Languages and Linguistics
Near Eastern Studies
Philosophy
Society for the Humanities
Women's Studies

Comparative Literature

A. Caputi, chair (139 Goldwin Smith Hall, 255-4155); W. Cohen, graduate faculty representative (343 Goldwin Smith Hall, 255-6279); W. Kennedy, director of undergraduate studies (163 Goldwin Smith Hall, 255-3398); C. Arroyo, C. Carmichael, J. Culler, H. Gates, Jr., G. Gibian, D. Grossvogel, P. Hohendahl, W. Holdheim, J. Monroe, E. Rosenberg, L. Waugh

Also cooperating: D. Bathrick, J. Bishop, P. Carden, N. Carroll, C. Chase, A. Grossvogel, R. Kaske, M. Neuburg, G. Warhaft

The Department of Comparative Literature provides a broad range of courses in European as well as non-European literatures. Courses variously stress significant authors, themes, problems, styles, genres, historical periods, and theoretical perspectives. The departmental offerings reflect current interdisciplinary approaches to literary study, hermeneutics, rhetorical analysis, semiotics, deconstruction, Marxism, reception aesthetics, feminism, formalism, and psychoanalysis.

The Major

The major enables students to develop an integrated knowledge of Western literature, to strengthen their reading and writing abilities, and to prepare for careers demanding analytical, interpretive, and evaluative skills.

Prospective majors should consult with the director of undergraduate studies. After declaring a major, a student chooses an adviser from the department's faculty. The requirements for the major are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests. The specific contours of such a program are worked out in consultation with the student's adviser.

Requirements for the Major

- 1) Five courses in Comparative Literature at the 200 level and above, including the core course listed below. A student may include up to two literature courses from other departments.
- 2) One core course in Comparative Literature (for 1988–89 the core courses are Comparative Literature 342 [fall] and Comparative Literature 372 [spring]), to be taken by all majors either in the spring term of their junior year or the fall term of their senior year. Students may enroll in both core courses.
- 3) Five courses in literature or other areas of the humanities at the 200 or higher level, to be taken in one or more foreign literature departments. Texts must be read in the original language. A student may offer one language course (conversation, composition, etc.).
- 4) A senior essay (Comparative Literature 493–494) of roughly fifty pages, to be written during the senior year under the direction of the student's adviser.

The department also encourages:

- 1) A program that includes broad historical coverage (e.g., Comparative Literature 201–202, Great Books; 210, Ancients and Moderns); intensive study of a single genre (e.g., Comparative Literature 363–364, The European Novel; 352, Classic and Renaissance Drama; 314, The Novella), and analysis of problems in literary theory (e.g., Comparative Literature 302, Literature and Theory; 381, Marxist Cultural Theory; 403, History of Literary Theory)
- 2) A second foreign language, especially for students interested in graduate work in literature.

Honors

A student who completes the requirements for the major is eligible for the degree of Bachelor of Arts with honors in comparative literature. The department bases its decision on the student's achieving grades of at least B+ in the senior essay and in course work for the major, and on overall academic performance at Cornell.

Freshman Writing Seminars

Most 100-level courses may be used toward satisfying the freshman writing seminar requirements. A full description of the freshman writing seminar program may be found on p. 10.

Courses

150 Introduction to Cultural Studies (also Society for the Humanities 150) Spring. 4 credits. Does not satisfy the freshman writing seminar requirement.
M W F 11:15. W. Cohen.

Not an introduction to culture but to the study of it, this course outlines an emerging field of inquiry concerned with the ultimately political character of meanings, values, subjectivity, and symbolization. Topics include the definition and theory of culture, culture and society (institutions and ideologies), interdisciplinary approaches to culture (relations among various art forms), high (elite) and low (mass, or popular) culture, the dominant culture vs. subcultures (of age, class, ethnicity, gender, race, region, or religion), historical research on culture, and comparative analyses of culture (cultural imperialism, first world–second world–third world). Methodologies are introduced for the development of a model of cultural circulation that encompasses production, structure, reception, and transformation. The focus is not only on public cultural apparatuses and artifacts (literature, music, art, architecture, film, radio, television, print journalism, sports, tourism, advertising, education), but also on the

more private culture of everyday life. Examples are drawn primarily from the 1960s—the Beatles, James Bond, Bob Dylan, Gabriel García Márquez, Martin Luther King, Andy Warhol, Christa Wolf, etc.—and are considered partly from the perspective of the theory of postmodernism.

201–202 Great Books 201, fall; 202, spring 4 credits. Comparative Literature 201 and 202 may be taken independently of each other.

Fall: M W 11:15; sec, F 9:05, 10:10, 11:15, or 12:20, W. J. Kennedy. Spring: M W 9:05; sec, F 9:05, 10:10, 11:15, 12:20, J. Monroe.

A reading each semester of seminal texts that represent and have shaped Western culture and hence form an essential part of the student's intellectual equipment. By analyzing, interpreting, and evaluating, students will develop critical reading abilities. 201: selections from the Bible, Homer, Aristophanes, Dante, Rabelais, Shakespeare, and others. 202: selections from Molière, Blake, Wordsworth, Flaubert, Baudelaire, Kafka, Brecht, Morrison, Eliot, and others.

210 Ancients and Moderns Spring, 4 credits.

M W F 12:20. W. J. Kennedy.

Key texts from the Bible, Greek civilization, and Roman antiquity have had an astonishing impact on Western culture in modern times. This course compares and contrasts a selection of important themes from those texts. They will be drawn from the Bible and Nietzsche, Sophocles and Dostoevsky, and Homer and Joyce.

235 Modern Greek Poetry and Politics (also Classics 235, 3 credits, and Government 335, 4 credits) Fall, 3 credits.

T R 1:25–2:40. G. Holst-Warhaft.

The history of modern Greece has been marked by a series of political crises that have resulted in deep divisions in society. Greek poetry has reflected these crises and divisions; the poetry of nineteenth- and twentieth-century Greece will thus be interpreted in its historical and political context. It will concentrate on four periods in which the interaction has been particularly strong. The continuity of ancient Greek myths in modern Greek poetry will also be explored. Students taking this course as Government 335 for 4 credits must write an additional paper on a political topic.

236 Greek Mythology (also Classics 236) Fall, 3 credits.

T R 11:40–12:55. M. Neuburg.

A survey of the Greek myths, with emphasis on the reconstruction of the content and significance of the myths in preliterate Mediterranean society, including the place of myth in Greek life and consciousness; the factors and influences involved in the creation of myths; and the use of myths for our understanding of Greek daily life, religion, and moral and political concepts.

302 Literature and Theory (also English 302) Fall, 4 credits.

M W F 10:10. J. Culler.

A study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings by Barthes, Derrida, Foucault, B. Johnson, J. Rose, and others. No previous knowledge of literary theory is assumed.

309 Mystery and the Mystery Story (also French 309) Spring, 4 credits.

T R 1:25–2:40. D. Grossvogel.

Why do we read mystery novels? Are they really concerned with mystery? Are they fit material for an academic curriculum? These and other questions will be raised through the reading of mystery stories of certain writers like Agatha Christie and Georges Simenon, as well as of others like Borges and Kafka, who wrote tales of detection that secrete an entirely different kind of mystery.

324 Selected Problems of Law and Religion

Spring, 4 credits. Limited to 20 juniors and seniors. A Common Learning course.

T R 8:40–9:55. C. M. Carmichael and others.

The experience of past generations in wrestling with issues of perennial concern and how their efforts might

enhance our contemporary understanding of them. Perspectives from biblical, Jewish, Greek, and Roman antiquity and from American legal and religious history will be brought to bear on such topics as abortion, bribery, civil disobedience, contraception, death, divorce, drunkenness, individual and communal responsibility, informal marriage, limitations on self-sacrifice, rebirth, resisting or appeasing an oppressor, suicide, and unwanted salvation.

326 Christianity and Judaism Spring, 4 credits.

Not open to freshmen.

T R 10:10–11:25. C. M. Carmichael.

A study of the New Testament as a product of first-century Palestinian and Hellenistic Judaism. Other text (also in translation): *Passover Haggadah*.

328 Literature of the Old Testament Fall,

4 credits. Not open to freshmen.

T R 10:10–11:25. C. M. Carmichael.

Analysis of selected material in translation.

342 European Romanticism Fall, 4 credits. Core course for majors. Limited to 15 students.

T R 11:40–12:55. J. Monroe.

This course will focus on the international character of the romantic movement as it developed in Europe from the late eighteenth to the mid-nineteenth century. With a view to understanding romanticism's continuing importance to our own era, we will devote particular attention to aesthetic, philosophical, historical, and political questions that have figured prominently in recent discussions of the period. Readings will include representative texts by such authors as Rousseau, Goethe, Blake, Wollstonecraft, Schlegel, Hölderlin, Büchner, Heine, Marx, and Baudelaire.

[343 Medieval Literature] Fall, 4 credits. Not offered 1988–89.

M W F 12:20. R. E. Kaske.

Reading and interpretation of *Beowulf*; the *Nibelungenlied*; *Njáls saga*; Chrétien's *Yvain*; Wolfram's *Parzival*; and *Sir Gawain and the Green Knight*. Midterm and final exam and a 2,500-word paper.]

350 Education and the Western Literary Tradition (also Russian 350) Spring, 4 credits. An honors seminar for College Scholars but also open to other students.

M W F 10:10. P. Carden.

A major philosophical tradition has conceived of education as encompassing the whole of our lives. What we should do or be is seen as the result of every choice we make. The whole of our human contacts is understood as a school in which we form ourselves. This all-encompassing vision of education has been embodied in the works of the great philosopher-fantasts who use the forms of fiction to explore fundamental issues of education. In this course we will examine several key philosophical fantasies, among them Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*. Our aim will be to understand how the discourse on education became a central part of our Western tradition.

352 Classic and Renaissance Drama (also Theatre Arts 325) Spring, 4 credits.

M W F 9:05. A. Caputi.

A study of the major traditions in Western drama from the beginnings among the Greeks to the Renaissance in England and Spain. The work will consist of both lectures and discussions focusing primarily on a close reading of the plays. But we shall also give attention to the physical conditions of production and to social and political contexts. Among the authors to be read will be Aeschylus, Sophocles, Euripides, Aristophanes, Marlowe, Shakespeare, and Lope de Vega.

[353 European Drama, 1660 to 1900 (also Theatre Arts 326)] 4 credits. Not offered 1988–89.

Staff.

Readings from major dramatists from Corneille to Chekhov, including Molière, Congreve, Marivaux, Goldoni, Gozzi, Schiller, Kleist, Gogol, Ostrovski, and Ibsen.]

354 Modern Drama (also German Studies 354 and Theatre Arts 327) Fall, 4 credits.

T R 12:10–1:25. D. Bathrick.

A study of the major currents of modern drama against the background of modern culture. Readings in European drama from Ibsen to the present.

356 Renaissance Literature Spring, 4 credits.

M W F 10:10. W. J. Kennedy.

An introduction to Renaissance literary texts with some attention to cultural backgrounds and intellectual history. Readings from Machiavelli, Erasmus, Rabelais, Shakespeare, Cervantes, and others.

363–364 The European Novel 363, fall; 364, spring, 4 credits. Comparative Literature 363 and 364 may be taken independently of each other.

Fall: T R 10:10–11:25, W. W. Holdheim; spring T R 11:40–12:55, E. Rosenberg.

Close reading of English and Continental novels from 1600 to 1950. 363: Cervantes to Dostoevsky. 364: Tolstoy to Gide. The novelists to be studied include Voltaire, Scott, Stendhal, Balzac, Goethe, Flaubert, Hardy, Mann, and Nabokov. Analysis of novelistic subgenres: picaresque fiction, historical novel, moral tale, *récit*, detective story, and *Bildungsroman*.

372 Selections from Contemporary World Literature Spring, 4 credits. Limited to 15 students. Core course for majors.

M W F 11:15. J. Monroe.

Readings of celebrated texts by contemporary authors with attention to the local and global contexts of their literary production and reception. The course will include works in various genres by such authors as Christa Wolf, Marguerite Duras, Günter Grass, Gabriel García-Marquez, Salman Rushdie, Raul Zurita, Milan Kundera, Wole Soyinka, and Audre Lorde.

404 Cogito Ergo Sum: Thought and Existence from Descartes to Sartre (also French 404) Spring, 4 credits.

W 2:30–4:30. W. W. Holdheim.

The course will trace the development of the Cartesian *cogito*, as the founding principle of modern subjectivity in both philosophy and literature, through a reading of representative works from Descartes to Sartre. Readings will include, among others, Kierkegaard, Husserl, Unamuno, and representative romantic and postromantic tales and autobiographical writings.

419–420 Independent Study 419, fall; 420, spring. Variable credit. Comparative Literature 419 and 420 may be taken independently of each other.

Hours to be arranged. Staff.

421 Old Testament Seminar Fall, 4 credits.

T 2:30–4:25. C. M. Carmichael.

Identification and discussion of problems in selected material from the Pentateuch.

[426 New Testament Seminar] Spring, 4 credits. Limited to 20 students. Not offered 1988–89.

T 2:30–4:25. C. M. Carmichael.

Identification and discussion of problems in the New Testament.]

429 Readings in the New Testament Fall,

4 credits. Limited to 25 students.

M W F 1:25. J. P. Bishop.

Close readings of representative texts from the New Testament in modern scholarly editions, with the help of appropriate commentary, introductory and specialized. The focus for 1988 will be on Mark, John, and the Johannine epistles. All readings will be in English, but repeated reference to the Greek original will be made. Graduate students and undergraduates from other colleges who are interested in the material should not feel inhibited from enrolling. The approach will be primarily exegetical; that is, we will try to find out what the texts say and what they mean by what they say. Thus we can hope to stay open to scholarly and religious issues alike.

450 Renaissance Poetry (also Comparative Literature 650) Fall, 4 credits.

M 1:25–3:25. W. J. Kennedy.

A reading and discussion of key texts in lyric poetry from Italian, French, English, and other European literatures of the Renaissance. Topic for 1988: Petrarchan love poetry by women and homosexual poets. Texts by Stampa, Michelangelo, Labé, and Shakespeare.

470 Studies in the Novel: Dickens, Flaubert, Mann (also English 470) Fall. 4 credits.

T R 8:40–9:55. E. Rosenberg.
Two to three works by each of the novelists: *Bleak House*, *Great Expectations*, *Madame Bovary*, *Three Tales*, and Mann's political fiction—*Mario*, "Disorder," and *Dr. Faustus*.

493–494 Senior Essay 493 fall; 494, spring. 4 credits each semester.

Hours to be arranged. Staff.
Approximately fifty pages to be written during the senior year under the direction of the student's adviser.

497 The Hermeneutic Tradition (also German Studies 497) Spring. 4 credits.

T 2:30–4:30. W. W. Holdheim.
Hermeneutics is not so much a particular philosophy as an abiding yet developing tradition of reflexivity. The course will place this approach into a historical perspective, tracing it back to antiquity (St. Augustine), then following its development from eighteenth-century rationalism via romantic hermeneutics (Schleiermacher, E. A. Poe) and the contribution of the historical school (Droysen) to *Geisteswissenschaften* (Dilthey). Finally, there will be a discussion of various twentieth-century trends (Bultmann, Ricoeur, Gadamer) reflecting the influence of Heideggerian phenomenology.

619–620 Independent Study 619, fall; 620, spring. Variable credit. Comparative Literature 619 and 620 may be taken independently of each other.

Hours to be arranged. Staff.

644 Romantic Writing and Rhetorical Reading (also English 644) Fall. 4 credits. Limited to 15 students.

T 3:35–5:35. C. Chase.
This course will explore how romantic writing participates in historical change and in conceptions of literary history. Reading texts of Rousseau (*Social Contract*), Wordsworth (*Essays upon Epitaphs*, Prefaces, portions of *Lyrical Ballads* and *The Prelude*), Coleridge ("The Rime of the Ancient Mariner"), and Shelley ("Defence of Poetry"), and attending to their themes and rhetorical configurations, we will question how those configurations and themes may be related to various political practices and forms of government, as well as to conceptions of time and history. We will explore possible historical and theoretical links between romanticism and deconstruction.

650 Renaissance Poetry (also Comparative Literature 450) Fall. 4 credits.

M 1:25–3:25. W. J. Kennedy.
For description, see Comparative Literature 450.

654 Topics in Recent Film Theory (also Theatre Arts 654) Fall. 4 credits. Prerequisite: permission of instructor.

W 2:30–4:25. N. Carroll.
This course is an examination of the broad range of options in film theory today. This first part of the course will explore the reigning film theory of the cinema studies' establishment. This theory is an amalgam of Althusserian Marxism and Lacanian psychoanalysis. Some of its followers whose writings we will study include Metz, Heath, and Baudry. We will also discuss the influence of this theory on feminism. In ensuing sections of the course we will review alternatives to the established film theory as found in the writings of Bordwell, Wilson, Brannigan, and Jarvie.

680 Baudelaire and the Lyric Spring. 4 credits.

T 10:10–12. J. Culler.
Study of the modern lyric with special reference to *Les Fleurs du mal* and to conceptions of the lyric implicit in interpretations by such critics as Benjamin, Jauss, de

Man, and Riffaterre. Other poets to be studied include Shakespeare, Hugo, Valéry, Yeats, Auden, and Frost. Reading knowledge of French required.

686 Fiction and Fictionality Fall. 4 credits.

W 2:30–4:30. W. W. Holdheim.
The course will deal with representative approaches to the theory of fiction and narrative, set against the background of the historical tradition from Aristotle to Hegel. It will also serve as an introduction to questions posed by the phenomenon of fictionality viewed as a category of discourse and/or existence. Barthes, De Man, Frank, Ingarden, and Jolles are among the modern writers to be examined. The discussion will also extend to theoretically fruitful passages in the novels of Cervantes, Gide, and Thomas Mann.

690 Marxism and Contemporary Theory Spring. 4 credits.

M 1:25–3:20. W. Cohen.
Marxism currently faces powerful challenges to its traditional preeminence in leftist theory. We will consider works by Marxists, by analysts of race and ethnicity, and by feminists and poststructuralists with the aim of developing a comprehensive radical model. Readings from social, cultural, and literary theory. Selections from writers such as Althusser, Bakhtin, Barret, Du Bois, Foucault, Gramsci, C. L. R. James, Jameson, and Laclau, and Mouffe, Lukács, Said, and Spivak.

694 Seminar in Literary Theory: Aesthetics of Reception and Reader Response Theory (also German Studies 694) Fall. 4 credits.

T 1:25–3:25. P. Hohendahl.
The interest in the reception of literature and reader response has become a major focus for the development of literary theory since 1970. The seminar will concentrate on the emergence of the aesthetics of reception in both West and East Germany during the late seventies and early eighties. These approaches will be compared with the emerging reader response theory in the United States. The reading material will be taken from the writings of Jauss, Iser, Naumann, Weimann, Stanley Fish, and Norman Holland.

697 The Hermeneutic Tradition (also German Studies 697) Spring. 4 credits.

T 2:30–4:30. W. W. Holdheim.
For description, see Comparative Literature 497.

Related Courses in Other Departments

Ancient Approaches to Life and the Soul (Classics 335) Opera (German Studies and Music 374/674) Twentieth-Century Poetry: Mallarmé in Latin America (Spanish 498)

Computer Science

G. Bilardi, K. Birman, T. Coleman, R. L. Constable, B. Donald, D. Gries, J. Hartmanis, J. E. Hopcroft, D. Kozen, D. McAllester, K. Marzullo, A. Moitra, A. Nicolau, P. Panagaden, K. Pingali, G. Salton, F. B. Schneider, A. Segré, R. Teitelbaum, S. Toueg, C. Van Loan, V. Vazirani

The Department of Computer Science is in both the College of Arts and Sciences and the College of Engineering. A student in either college can major in computer science. The following describes the College of Arts and Sciences major.

The Major

The major has three components: a core (a minimum of 42 credits), a group of electives in computer science and related fields (a minimum of 10 credits), and a concentration outside computer science (a minimum of 14 credits). The core focuses on the central topics within computer science: the logical design of programs, data structures, and algorithms. The remaining components of the major—the related electives and the outside concentration—provide a flexible extension to the core program. Students are

expected to choose in consultation with their advisers the electives and the outside concentration that best suit their graduate and career plans.

Students interested in pursuing an advanced degree in theoretical computer science should concentrate in mathematics. Students preparing for advanced work in scientific computation should take Computer Science 621 (instead of Computer Science 222) and Computer Science 622 (as a related elective) and concentrate in some branch of applied mathematics. Qualified students are encouraged to concurrently major in mathematics.

Admission

The prerequisites for admission to the major are:

- 1) Completion of Computer Science 100–211 (or 212)–280 (or equivalent)
- 2) Completion of Mathematics 111–122–221 or Mathematics 191–192–293
- 3) A 2.75 grade-point average in all computer science and mathematics courses
- 4) Acceptance by the department's admissions committee.

After admission, students are expected to maintain at least a 2.75 grade-point average in their major courses. Any grade below C– in a core course or related elective is not acceptable.

Core

The core consists of the following courses:

- 1) Calculus and linear algebra: Mathematics 111–122–221–222 or 191–192–293–294
- 2) Programming and systems: Computer Science 100, 211 (or 212), 314 and 410
- 3) Theory of computation: Computer Science 280, 381 (or 481), and 482. (One of the following may be substituted for Computer Science 280: Mathematics 332, 432, 434, or 481.)
- 4) Numerical analysis: Computer Science 222 or 421

Related Electives

The related electives requirement consists of three courses. One must be a computer science course or course/laboratory combination numbered above 400 that includes a substantial programming project, for example, Computer Science 412, 414/415, 417/418, or 432/433; the other two are to be selected from the following:

Electrical engineering courses numbered 230 or higher
Operations research courses numbered 260 or higher
Mathematics courses numbered 411 or higher
Computer Science courses numbered 400 or above (except Computer Science 415, 418, 433, 600, 601, and seminar courses)

Students are expected to select related electives that complement their concentration.

Concentration

This component encourages the student to study some discipline outside of computer science in reasonable depth. The concentration consists of an approved sequence of four courses (at least 14 credits) numbered 200 or higher in some field related to the theoretical or practical aspects of computing. A list of approved concentrations is available in the Computer Science Undergraduate Office, 303 Upson Hall. Students may also design their own concentrations, subject to the approval of their adviser.

Other Requirements

Computer science majors must also satisfy the College of Arts and Sciences and university requirements. In particular, the spirit of the 15-credit electives requirement will be strictly followed. This requirement helps insure breadth of education, and consequently no computer- or mathematics-related course can be used toward its fulfillment. In general, no courses may be used to fulfill more than one requirement. There are two exceptions: first, appropriate core courses may be

used to satisfy the group IV distribution requirement, and second, in the case of a double major, the same course may be applied to both majors.

Probability and statistics courses. Computer science majors are encouraged to include at least one course in the field of probability and statistics in their program of study. Although there is no formal department of statistics at Cornell, the Department of Mathematics and the School of Operations Research and Industrial Engineering offer a wide range of probability and statistics courses suitable for computer science majors, including the following introductory two-course sequences:

Math 471, Basic Probability
Math 472, Statistics
OR&IE 260, Introductory Engineering Probability
OR&IE 370, Introduction to Statistical Theory with Engineering Applications

A less rigorous but satisfactory one-semester introduction to probability and statistics is given in either of:

Math 370, Elementary Statistics
OR&IE 270, Basic Engineering Statistics

Honors. A student may be granted honors in computer science on the recommendation of the Computer Science Academic Affairs Committee. The committee guidelines will generally be the following:

- 1) An overall grade-point average of not less than 3.25
- 2) A grade-point average for all computer science courses of not less than 3.5
- 3) Satisfactory completion of at least two computer science courses numbered above 600 or satisfactory completion of a significant special investigation (Computer Science 490)

Courses

For complete course descriptions, see the computer science listing in the College of Engineering section, pp. 301–304.

100 Introduction to Computer Programming (also Engineering 100) Fall, spring, or summer. 4 credits. Students who plan to take both Computer Science 101 or 102 and 100 must take 101 or 102 first.
2 lecs, 1 rec (optional). 3 evening exams.

101 The Computer Age Spring or summer. 3 credits. Credit is granted for both Computer Science 100 and 101 only if 101 is taken first.
2 lecs, 1 rec. 1 evening exam.

102 Introduction to Microcomputer Applications (also Agricultural Engineering 102) Fall. 3 credits. Each lab section limited to 16 students. May be taken only for out-of-college credit by students in the College of Arts and Sciences. Not open to students in the College of Engineering or to students who have taken any prior computer courses at Cornell.
2 lecs, 1 lab. 2 evening exams.

211 Computers and Programming (also Engineering 211) Fall, spring, or summer. 3 credits. Prerequisite: Computer Science 100 or equivalent programming experience. Credit will not be granted for both Computer Science 211 and Computer Science 212.
2 lecs, 1 rec. 2 evening exams.

212 Modes of Algorithmic Expression Fall. 4 credits. Prerequisite: Computer Science 100 or equivalent programming experience. Credit will not be granted for both Computer Science 211 and Computer Science 212.
2 lecs, 2 recs, 2 evening exams.

222 Introduction to Scientific Computation (also Engineering 222) Spring. 3 credits. Prerequisites: Computer Science 100 and Mathematics 112, 122, or 192.
2 lecs, 1 rec. 2 evening exams.

280 Discrete Structures Fall or spring. 4 credits. Prerequisite: Computer Science 211 or 212 or permission of instructor.
3 lecs.

[305 Social Issues in Computing] Fall. 3 credits. Prerequisite: Computer Science 100 or 101 or permission of instructor. Not offered 1988–89.
2 lecs.]

314 Introduction to Computer Systems and Organization Fall, spring, or summer. 4 credits. Prerequisite: Computer Science 211 or 212 or equivalent.
2 lecs, 1 sec. 2 evening exams.

381 Introduction to Theory of Computing Fall. 4 credits. Prerequisites: Computer Science 280 or permission of instructor.
3 lecs.

400 The Science of Programming Spring. 4 credits. Prerequisite: Computer Science 280 or equivalent.
3 lecs.

410 Data Structures Fall, spring, or summer. 4 credits. Prerequisite: Computer Science 280 or permission of instructor.
2 lecs. 2 evening exams.

411 Programming Languages and Logics Spring. 4 credits. Enrollment limited. Prerequisites: Computer Science 410 and permission of instructor.
2 lecs.

412 Introduction to Compilers and Translators Fall. 4 credits. Prerequisite: Computer Science 314. Prerequisite or corequisite: Computer Science 381 or 481. Not offered every year.
3 lecs.

414 Systems Programming and Operating Systems Fall. 3 credits. Prerequisite: Computer Science 314 or permission of instructor.
2 lecs. 2 evening exams.

415 Practicum in Operating Systems Fall. 2 credits. Prerequisite: Computer Science 410. Corequisite: Computer Science 414.
1 lec.

417 Computer Graphics (also Architecture 374) Spring. 3 credits. Prerequisite: Computer Science 211 or 212.
2 lecs, 1 lab.

418 Practicum in Computer Graphics (also Architecture 375) Spring. 2 credits. Prerequisite: Computer Science 211 or 212. Recommended: Computer Science 314. Corequisite: Computer Science 417.
1 lab.

421 Numerical Solution of Algebraic Equations Fall. 4 credits. Prerequisites: Mathematics 294 or 222, one additional mathematics course numbered 300 or higher, and knowledge of FORTRAN at the Computer Science 222 level.
3 lecs.

432 Introduction to Database Systems Spring. 3 credits. Prerequisite: Computer Science 211 or 212 and Computer Science 410, or permission of instructor. Recommended: Computer Science 314.
2 lecs, 1 rec.

433 Practicum in Database Systems Spring. 2 credits. Corequisite: Computer Science 432.
1 lab.

472 Introduction to Artificial Intelligence Fall. 4 credits. Prerequisite: Computer Science 410. Open to juniors, seniors, and graduate students.
2 lecs, 1 sec.

481 Introduction to Theory of Computing Spring. 4 credits. Prerequisite: Computer Science 280 or permission of instructor. Credit will not be granted for both Computer Science 381 and Computer Science 481.
3 lecs.

A faster-moving and deeper version of Computer Science 381. Corrective transfers between Computer Science 481 and 381 (in either direction) are encouraged during the first few weeks of instruction.

482 Introduction to Analysis of Algorithms Spring. 4 credits. Prerequisites: Computer Science 410 and Computer Science 381 or 481, or permission of instructor.
3 lecs.

486 Applied Logic (also Mathematics 486) Spring. 4 credits. Prerequisite: Mathematics 222 or 294, Computer Science 100, and an additional course in mathematics or theoretical computer science.
2 lecs, 1 lab to be arranged.

490 Independent Reading and Research Fall or spring. 1–4 credits.

600 Computer Science and Programming Fall. 1 credit. Prerequisite: graduate standing in computer science or permission of instructor.
1 lec.

601 Introduction to Programming Logics Spring. 1 credit. Prerequisite: graduate standing in computer science or permission of instructor.
1 lec.

611 Advanced Programming Languages Fall. 4 credits. Prerequisite: Computer Science 410 or permission of instructor.
3 lecs.

612 Compiler Design for Parallel Architectures Spring. 4 credits. Prerequisites: Computer Science 314 and 410.
3 lecs.

613 Concurrent Programming and Operating Systems Principles Spring. 4 credits. Prerequisites: Computer Science 414 and 600 or permission of instructor.
3 lecs.

614 Advanced Operating Systems Spring. 4 credits. Prerequisite: Computer Science 414 or permission of instructor.
2 lecs.

[615 Machine Organization] Spring. 4 credits. Prerequisite: Computer Science 314 or permission of instructor. Not offered 1988–89.]

616 VLSI Algorithms Spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.
2 lecs.

621 Matrix Computations Fall. 4 credits. Prerequisites: Mathematics 411 and 431 or permission of instructor.
3 lecs.

622 Numerical Optimization and Nonlinear Algebraic Equations Spring. 4 credits. Prerequisite: Computer Science 621.
3 lecs.

632 Database Systems Fall. 4 credits. Prerequisites: Computer Science 410 and Computer Science 432 or permission of instructor.
2 lecs.

635 Automatic Text Processing and Information Retrieval Spring. 4 credits. Prerequisite: Computer Science 410 or equivalent or permission of instructor.
2 lecs.

643 Design and Analysis of Computer Networks Fall. 4 credits. Prerequisite: Computer Science 414 or permission of instructor. Not offered every year. 2 lecs.

655 Mathematical Foundations for Computer Modeling and Simulation (also Mathematics 655) Fall. 4 credits. Prerequisite: Mathematics 431 and 432, or the equivalent in both content and level of mathematical sophistication or permission of instructor. Not offered every year. 3 lecs.

661 Robotics Fall. 4 credits. Prerequisites: Computer Science 482 and permission of instructor. Not offered every year. 3 lecs.

662 Robotics Laboratory Fall. 1 credit. Prerequisite: graduate standing or permission of instructor. Not offered every year. 1 lab.

671 Introduction to Automated Reasoning Fall. 4 credits. Prerequisites: Computer Science 611 and 681 and Mathematics 581. Not offered every year. 3 lecs.

672 Artificial Intelligence Programming Spring. 4 credits. Prerequisite: Computer Science 472 or permission of instructor. 3 lecs.

681 Analysis of Algorithms Fall. 4 credits. Prerequisites: Computer Science 381 or 481 or permission of instructor. 3 lecs.

682 Theory of Computing Spring. 4 credits. Prerequisite: Computer Science 381 or 481 or permission of instructor. 3 lecs.

709 Computer Science Graduate Seminar Fall or spring. 1 credit. S-U grades only. For staff, visitors, and graduate students interested in computer science.

711 Topics in Programming Languages and Systems Spring. 4 credits. Prerequisites: Computer Science 381 or 481 and Computer Science 611, or permission of instructor. Not offered every year. 2 lecs.

712 Topics in Programming Languages and Systems Spring. 4 credits. Prerequisite: Computer Science 612. Not offered every year. 2 lecs.

713 Seminar in Operating Systems Fall or spring. 4 credits. Prerequisite: Computer Science 613 or permission of instructor. Not offered every year.

714 Distributed Computing Spring. 4 credits. Prerequisites: Computer Science 414 and an advanced systems course (e.g., Computer Science 613, 614, 632, or 643). Not offered every year. 2 lecs.

715 Seminar in Programming Refinement Logics Fall or spring. 4 credits. Prerequisite: permission of instructor.

719 Seminar in Programming Fall or spring. 4 credits. Prerequisite: Computer Science 611 or permission of instructor. S-U grades only.

721 Topics in Numerical Analysis Fall. 4 credits. Prerequisite: Computer Science 621 or 622 or permission of instructor. Not offered every year. 2 lecs.

722 Topics in Numerical Analysis Spring. 4 credits. Prerequisite: Computer Science 621 or 622 or permission of instructor. Not offered every year. 2 lecs.

729 Seminar in Numerical Analysis Fall or spring. 1–4 credits to be arranged. Prerequisite: permission of instructor. S-U grades only.

[733 Selected Topics in Information Processing] Not offered 1988–89. 2 lecs.]

[734 Seminar in File Processing] Fall. Credit to be arranged. Prerequisite: Computer Science 733 or permission of instructor. Not offered 1988–89.]

739 Seminar in Text Processing and Information Retrieval Fall or spring. Credit to be arranged. Prerequisite: Computer Science 635 or permission of instructor. S-U grades only.

[743 Topics in Fault-Tolerant Distributed Computing] Prerequisites: Computer Science 614, 643, or 714. Not offered 1988–89. 1 lec.

747 Seminar in Program Logic and Semantics 4 credits. Prerequisite: permission of instructor. S-U grades only. Not offered every year.

749 Seminar in Systems Modeling and Analysis Fall or spring. 4 credits. Prerequisite: permission of instructor. Not offered every year.

771 Topics in Artificial Intelligence 4 credits. Prerequisite: permission of instructor. Not offered every year.

772 Robotics Seminar 4 credits. Prerequisite: permission of instructor. Not offered every year.

774 Proseminar in Cognitive Studies II (also Cognitive Studies 774 and Linguistics 774) Spring. 4 credits. Prerequisite: permission of instructor.

779 Seminar in Artificial Intelligence Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. S-U grades only.

781 Topics in Analysis of Algorithms and Theory of Computing Fall. 4 credits. Prerequisites: Computer Science 681 and 682 or permission of instructor. S-U grades only. Not offered every year. 2 lecs.

782 Topics in Analysis of Algorithms and Theory of Computing Spring. 4 credits. Prerequisites: Computer Science 681 and 682 or permission of instructor. S-U grades only. Not offered every year. 2 lecs.

789 Seminar in Theory of Algorithms and Computing Fall or spring. 2–4 credits. Prerequisite: permission of instructor. S-U grades only.

790 Special Investigations in Computer Science Fall or spring. Prerequisite: permission of a computer science adviser. Letter grades only.

890 Special Investigations in Computer Science Fall or spring. Prerequisite: permission of a computer science adviser. S-U grades only.

990 Special Investigations in Computer Science Fall or spring. Prerequisite: permission of a computer science adviser. S-U grades only.

Dutch

See Modern Languages, Literatures, and Linguistics.

Economics

D. Easley, chairman; R. Masson, graduate field representative; U. Possen, director of undergraduate studies; T. E. Davis, D. Easley, R. Ehrenberg, G. Fields,

F. Fisher, R. Frank, G. Hay, W. Isard, A. E. Kahn, N. Kiefer, T. Lyons, P. D. McClelland, M. Majumdar, R. Masson, T. Mitra, L. Muus, J. Park, U. M. Possen, R. E. Schuler, K. Shell, G. J. Staller, E. Thorbecke, I. Tunalı, J. Vanek, H. Y. Wan, Jr., J. Wissink

The study of economics provides an understanding of the way economies operate and insight into public issues. The department offers a broad range of undergraduate courses in such fields as money and banking; international and comparative economics; econometrics; theory; history; growth and development; and the organization, performance, and control of industry.

The Major

Students who want to major in economics must have completed Economics 101–102 or equivalent courses and Mathematics 111 or its equivalent with grades of C or better. Prospective majors should apply at the department office. Students considering a major in economics should take Economics 313 and 314 instead of Economics 311 and 312.

The requirements for a major are (1) Economics 319, 313, and 314 and (2) 20 credits of other economics courses listed by the Department of Economics, except that Economics 399 will not count toward the 20-credit requirement. With the permission of the major adviser, one or (in exceptional cases) two economics courses offered outside the College of Arts and Sciences may be applied to fulfill this requirement. Also with the major adviser's permission, a statistics course offered by another department may be substituted for Economics 319.

An honors program is currently being offered. Students should consult the director of undergraduate studies before May in their junior year for more information.

Students planning graduate work in economics or business are strongly encouraged to prepare themselves well in mathematics and econometrics.

Courses

101 Introductory Microeconomics Fall, spring, or summer. 3 credits. Economics 101 is not a prerequisite for 102.

Lecs and disc.
Explanation and evaluation of how the price system operates in determining what goods are produced, how goods are produced, and who receives income, and how the price system is modified and influenced by private organizations and government policy.

102 Introductory Macroeconomics Fall, spring, or summer. 3 credits. Economics 101 is not a prerequisite for 102.

Lecs and disc.
Analysis of aggregate economic activity in relation to the level, stability, and growth of national income. Topics discussed may include the determination and effects of unemployment, inflation, balance of payments deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies.

301 Economics of Market Failure Fall. 4 credits. Prerequisites: Economics 101–102.

The course will review briefly the welfare properties of the perfectly competitive market model and will then consider a range of situations in which these properties are modified and where there may be a case for some form of government intervention. The cases to be considered will include (a) the presence of externalities, pollution, and the economics of the environment; (b) the provision of public goods, the free-rider problem; (c) uncertainty and imperfect information, an analysis in the context of labor and insurance markets, and the market for medical care; (d) the regulation of natural monopoly and public utility pricing; (e) the failure of the market to achieve desired redistributive objectives; (f) direct and indirect taxation as instruments of redistribution.

302 The Impact and Control of Technological Change (also Government 302 and City and Regional Planning 440) Spring. 4 credits. Examines social, environmental, and economic

implications of technological change in the United States in the context of possible policies and strategies of control. Several specific cases will be considered in detail, followed by a broader investigation of the problems of a modern technological society. Alternative political-economic solutions will be explored.

303 Positive and Normative Theories of Income Distribution Spring. 4 credits. Enrollment limited.

Prerequisite: permission of instructor. Cannot be applied to the major.

After examining the distinction between the terms *positive* and *normative* as used in economics, this course will explore three main questions: (1) Why is income distributed the way it is? (2) How should income be distributed? (3) What is the relationship between 1 and 2? Particular emphasis will be given to those theories of income distribution, both positive and normative, that tend to dominate discussion of these topics in America.

304 Economics and the Law Fall. 4 credits.

Prerequisite: Economics 311 or 313 or permission of instructor.

An examination, through the lens of economic analysis, of legal principles drawn from a variety of legal fields, including contracts, property, torts, and procedure. No legal training is required.

306 Economics of Defense Spending Spring.

4 credits. Prerequisites: Economics 101–102.

The economic aspects of defense spending are analyzed. Emphasis is on the procurement of weapons systems. Topics covered include an overview of the defense budget, special characteristics of the defense market, the structure of the defense industry, and the economic behavior of defense firms.

307 Introduction to Peace Science Fall. 4 credits.

Prerequisites: Economics 101–102 or permission of instructor.

Introduction to theories and research on conflict resolution. Topics include conflict, its role and impact on society; theories of aggression and altruism; causes of war; game theory; conflict management procedure and other analytical tools and methods of peace science; alternatives to war.

308 Economic Analysis of Government (also Civil and Environmental Engineering 322) Spring.

4 credits. Prerequisites: calculus plus Economics 313 or Civil and Environmental Engineering 321.

Analysis of economic bases for government intervention in a market economy. Topics include public goods, cost-benefit analysis, public finance, environment regulation and risk management, and macroeconomic topics.

309 Capitalism and Socialism (also Industrial and Labor Relations 347) Fall. 4 credits.

Prerequisite: permission of instructor.

311 Intermediate Microeconomic Theory Fall, spring, or summer. 4 credits. Prerequisites: Economics 101–102 or permission of instructor.

The pricing processes in a private enterprise economy are analyzed under varying competitive conditions, and their role in the allocation of resources and the functional distribution of national income is considered.

312 Intermediate Macroeconomic Theory Fall, spring, or summer. 4 credits. Prerequisites: Economics 101–102 or permission of instructor.

The theory of national income determination and economic growth in alternative models of the national economy is introduced. The interaction and relation of aspects of these models of empirical aggregate economic analysis is examined.

313 Intermediate Microeconomic Theory Fall, spring, or summer. 4 credits. Prerequisites: Economics 101–102 and calculus.

For description see Economics 311.

314 Intermediate Macroeconomic Theory Fall, spring, or summer. 4 credits. Prerequisites: Economics 101–102 and calculus.

For description see Economics 312.

315 History of Economic Thought Fall. 4 credits.

Prerequisites: Economics 101–102 or permission of instructor.

Selected readings from the works of Adam Smith, T. Malthus, D. Ricardo, J. S. Mill, L. Walrus, J. A. Schumpeter, A. Marshall, and J. M. Keynes.

317 Intermediate Mathematical Economics I Fall. 4 credits.

Introduction of calculus and matrix algebra; problems of maximization of a function of several variables. Economic examples are used to illustrate and teach the mathematical concepts.

318 Intermediate Mathematical Economics II

Spring. 4 credits.

Advanced techniques of optimization and application to economic theory.

319 Introduction to Statistics and Probability

Fall, spring, or summer. 4 credits. Prerequisites: Economics 101–102 and calculus (Mathematics 111 or equivalent).

This course provides an introduction to statistical inference and to principles of probability. It includes descriptive statistics, principles of probability, discrete and continuous distributions, and hypothesis testing (of sample means, proportions, variance). Regression analysis and correlation are introduced.

320 Introduction to Econometrics Fall, spring, or

summer. 4 credits. Prerequisites: Economics 101–102, 319, or equivalent, and calculus.

Introduction to the theory and application of econometric techniques. How econometric models are formulated, estimated, used to test hypotheses, and used to forecast; understanding economists' results in studies using regression model, multiple regression model, and introduction to simultaneous equation models.

323 American Economic History Fall. 4 credits.

Problems in American economic history from the first settlements to early industrialization are surveyed.

324 American Economic History Spring.

4 credits. Prerequisites: Economics 101–102 or permission of instructor.

A survey of problems in American economic history from the Civil War to World War I.

325 Economic History of Latin America 4 credits.

Open to upperclass students with some background in economics or history, or with permission of instructor.

326 History of American Enterprise 4 credits.

Prerequisites: Economics 101–102 or equivalents.

History of the changing structure of American business from 1800 to the present, with major emphasis upon developments after the Civil War. The focus of the course will be the changing structure of challenges (for example, the rise of unions, development of a national capital market, changing role of government) and the various responses of business organizations and entrepreneurs to those challenges.

329 Eastern Europe Today: Economics, Government, Culture (also Government 326 and Russian 329) Spring. 4 credits.

Economics majors cannot use this course to fulfill major requirements. Introductory interdisciplinary survey of Poland, Hungary, Czechoslovakia, and Yugoslavia since World War II, with emphasis on contemporary development. The goals of the course are to examine differences (the variety of backgrounds) among East European countries, the common elements (for example, political relations with the USSR), domestic situations, the economy, and culture.

330 The Soviet Union: Politics, Economics, and Culture (also Government 330 and Russian 330) 4 credits.

Economics majors cannot use this course to fulfill major requirements. Interdisciplinary survey of the USSR since the Revolution, with emphasis on contemporary developments.

331 Money and Credit Spring or summer. 4 credits.

Prerequisites: Economics 101–102.

A systematic treatment of the determinants of the money supply and the volume of credit. Economic analysis of credit markets and financial institutions in the United States.

333 Theory and Practice of Asset Markets Fall or

summer. 4 credits. Prerequisites: Economics 311 or 313, and 312 or 314.

The theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets are examined.

335 Public Finance: The Microeconomics of Government Fall. 4 credits.

Prerequisites: Economics 101–102, one semester of calculus, or permission of instructor.

The role of government in a free market economy is analyzed. Topics covered include public goods, market failures, allocation mechanisms, optimal taxation, effects of taxation, and benefit-cost analysis. Current topics of an applied nature will vary from term to term.

336 Public Finance: Resource Allocation and Fiscal Policy Spring. 4 credits.

Prerequisites: Economics 101–102, one semester of calculus, or permission of instructor.

A continuation of Economics 335 covering macroeconomics and special topics. Subjects covered include the federal debt, the budget, and government regulation and transfers, as well as problems like local public goods, the hierarchy of governmental structure, plus a variety of applied problems.

338 Macroeconomic Policy Fall. 4 credits.

Prerequisite: Economics 312 or 314.

The use of fiscal and monetary policies for achieving full employment, price-level stability, and appropriate economic growth are studied.

341 Labor Economics Fall. 4 credits.

Prerequisites: Economics 101–102.

342 Problems in Labor Economics (also Industrial and Labor Relations 343) Fall. 4 credits.

Prerequisites: Economics 311 or 313 or Industrial and Labor Relations 240.

The theory and empirical analysis of labor markets and their applications to policy issues are considered in depth. Specific topics vary each semester. The course is designed to increase each student's competence in applying microeconomic theory and econometrics to policy issues through an econometric research project.

347 Economics of Evaluation 4 credits.

An introduction to the methodologies used by economists to evaluate the impacts of social-action programs and legislation. General evaluation methodology, cost-benefit analysis, and econometrics are discussed. Case studies are considered to illustrate the uses of these techniques, to acquaint the student with major current government programs and legislation, and to estimate these programs' economic impacts. Throughout, the primary analytic framework used by the instructor is microeconomics.

351 Industrial Organization Fall. 4 credits.

Prerequisite: Economics 101. Recommended: Economics 311 or 313 would be useful.

This course concerns the ways in which markets in a modern economy deviate from the ideal of perfect competition studied in Economics 101, the consequences of those deviations, and (if appropriate) the cures. It provides a basic introduction to problems involving monopoly, oligopoly, vertical integration, mergers, and the efforts of our legal system.

352 Advanced Topics in Industrial Organization

Spring. 4 credits. Prerequisites: Economics 101 and 351 and some knowledge of calculus. Recommended strongly: Economics 311 or 313.

This course is an extension of 351 and will emphasize (a) more-advanced topics in the theory of industrial organization with special attention to recent developments in the literature; and (b) empirical analysis of numerous issues relating to the structure of markets and their performance.

354 Economics of Regulation Spring. 4 credits.

Prerequisites: Economics 313 or Civil and Environmental Engineering 321.
Explores technological bases for government intervention in the private market economy, which include decreasing cost industries (natural monopolies) and technical externalities (pollution and risk). The economic implications of regulating electric, gas, and communications and transportation utilities, including pricing, service quality, efficiency incentives, and long-range planning issues, are examined in detail. Topics on environmental protection and societal risk management are also explored.

355 Politics and Markets Fall. 4 credits.

Prerequisites: Economics 311 or 313, and 312 or 314, or equivalents.

The course uses the tools of applied price theory to examine the tension between individual and collective goals in the modern welfare state. Topics covered include theories and policies related to income redistribution, regulation of the labor contract, paternalism, and the left's critique of capitalism.

357 Economics of Imperfect Information Spring.

4 credits. Prerequisites: Economics 101–102 and calculus.

This course covers a variety of topics in the economics of uncertainty, including basic decision theory, search theory, risk insurance, and equilibrium price dispersion.

358 Current Economic Issues Fall. 3 or 4 credits.

(A research paper will be required if the 4-credit option is chosen.) Prerequisites: Economics 101–102.
The emphasis will be on the application of simple microeconomics and industrial organization concepts to the formulation of public policy in the present and recent past. Among the topics likely to be covered will be policies relating to energy, communications, and transportation; the financing and delivery of medical care, public utility, and other kinds of regulation; and the economics of inflation.

361 International Trade Theory and Policy Fall.

4 credits. Prerequisites: Economics 101–102 or permission of instructor.

The principles that have guided the formulation of international trade and commercial policies are surveyed. The evolution of the theory of international trade, principles and practices of commercial policy, problems of regional integration and customs unions, and institutions and practices of state trading are considered.

362 International Monetary Theory and Policy

Spring or summer. 4 credits. Prerequisites: Economics 101–102 or permission of instructor.

The principles that guided the formulation of international financial policies are surveyed. The evolution of the theory of balance of payments adjustment, international monetary standards, international capital movements, economic aid, international monetary institutions, and proposals for international monetary reforms are considered.

366 The Economy of the Soviet Union Fall.

4 credits. Prerequisites: Economics 101–102.

A survey of the Soviet economic system and Soviet economic development since 1917. Both institutional and theoretical aspects will be considered. Emphasis will be on current developments, including East-West economic and military competition, economic relations with the Eastern Bloc and with Western Europe, and foreign trade.

367 Comparative Economic Systems: Soviet Union and Europe Fall. 4 credits. Prerequisite:

Economics 311–312 or permission of instructor.
Discussion of approaches to comparison of economic systems. Consideration of abstract models (market economy, central planning, decentralized socialist market) as well as national economies (France and Sweden, Yugoslavia, and Soviet Union). Possibility of convergence of economic systems is explored.

368 Comparative Economics: United States,

Europe, and the Soviet Union Spring or summer. 4 credits. Prerequisites: Economics 101–102. Intended for students who are not majoring in economics. European and Soviet economies after the Second World War are surveyed. The European countries studied include France, Sweden, and Italy in the West, and Yugoslavia plus another country in the East. A descriptive and institutional approach is used and designed for nonmajors.

369 The Economy of China Spring. 4 credits.

Prerequisite: Economics 101–102 or permission of instructor.

Examines the development of Chinese economy and the evolution of China's economic system since 1949

370 Issues in Poverty and Development Spring. 4 credits.

The course will introduce current issues and controversies in the field of development economics. Questions to be discussed will include What are the obstacles to development according to the different schools of thought? Which countries have made significant progress in the last three decades and why? What are the policies that have been pursued, and how successful have they been? The required readings will be supplemented with outside speakers and film presentations.

371 Economic Development Fall. 4 credits.

Prerequisites: Economics 311 and 320.

Study of the problem of sustaining accelerated economic growth in less-developed countries. Trade-offs between growth, welfare, and equity; the legacy of colonialism; relevance of history and economic theory; problems of capital formation, economic planning and international specialization; and the interaction of industrialization, agricultural development, and population change are emphasized.

372 Applied Economic Development Spring.

4 credits. Prerequisites: Economics 311 or 313.

373 International Specialization and Economic

Development Spring. 4 credits. Prerequisites:

Economics 101–102 or permission of instructor.
The assessment of the gains and risks and the appropriate role for specialization and trade in economic development; management of the external disequilibrium attending serious efforts to accelerate economic development; and the processes, institution, and opportunities for innovation in transferring income from the relatively developed countries to those less developed.

374 National and International Food Economics (also Nutritional Sciences 457) Spring. 3 credits.

Prerequisites: a college course in economics and junior standing or permission of instructor.
Examination of individual components essential for an understanding of the United States and world food economies. Analysis of the world food economy. Review and analysis of (a) the major economic factors determining the demand for food, the composition of food consumption, and nutritional intake; and (b) the major economic factors affecting food production and supply. Examination and evaluation of the effectiveness of various food policies and programs in altering food consumption patterns. Principles of nutritional planning in developing countries within the context of the process of economic and social development.

378 Economics, Population, and Development

Fall. 4 credits.

The economic aspects of population and the interaction between population change and economic change are introduced. Particular attention is paid to economic views of fertility, mortality, and migration, and to the impact of population growth on economic growth, development, modernization, resources, and the environment.

381 Economics of Participation and Workers' Management Fall. 4 credits. Prerequisites:

Economics 311 or 313, and 312 or 314.
After a historical survey of the ideas and practices of

self-management and worker's cooperation, the main economic issues relating to the participatory firms and economies will be studied. Special attention will be given to the outcome of the decision-making process at the level of the enterprise, the consistency of these outcomes with national plans, and the policies used to implement them. Examples will be drawn from the Yugoslav experience and, depending on student interest, the discussion will cover other foreign experiences such as Algeria, the Basque region, Chile, West Germany, Israel, Peru, and others. A considerable emphasis will be given to the new developments and new possibilities of implementing democratic, worker-owned and worker-managed enterprises in the United States. Drawing on theoretical analysis developed in the course, appropriate institutions and legal forms of self-management in the United States will be examined.

382 The Practice and Implementation of Self-Management Spring. 4 credits.

The various forms of labor participation in the world today are described, and how producer cooperatives and labor-managed firms and systems can be created is explained. Extensive use is made of the theory of labor-managed systems. The history of various doctrines and self-managed experience is considered.

399 Readings in Economics Fall or spring.

Variable credit.
Independent study.

416 Intertemporal Economics Fall. 4 credits.

Prerequisites: Economics 311 or 313 and calculus.

This course is intended for advanced economics majors who are specially interested in economic theory. Topics to be covered: (a) review of the one good Ramsey model of optimal savings and accumulation; conditions for intertemporal efficiency in production; comparative dynamics and sensitivity analysis; (b) some earlier models of capital accumulation; the roles of present value and internal rate of return in guiding investment decisions; (c) growth, exhaustible resources; pollution and conservation; discussion of the trade-offs facing a society.

419 Economic Decisions under Uncertainty Fall.

4 credits. Prerequisites: Economics 319 and calculus.
This course provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.

445 Topics in Microeconomic Analysis—Markets and Planning Fall. 4 credits. Prerequisites:

Economics 311 or 313, and one term of calculus.
This is a course of economic theory designed for upperclass undergraduates. Course contents may vary from year to year. Issues that may be examined include (1) How can economic activities be efficiently organized through the market mechanism? Why is the presence of many traders essential to efficiency? (2) What can be done if the indivisibility in production processes becomes an important hindrance to competitive pricing? (3) How can economic planning be decentralized efficiently? This course serves two purposes: (1) to introduce concepts that are novel to undergraduates and relevant to public policy but require only a modicum of analytic tooling up, and (2) to illustrate the deductive approach of modern economic analysis—how to define concepts unambiguously, how to form propositions in clear-cut fashion, and how to follow up logical implications sequentially to the conclusion.

446 Topics in Macroeconomic Analysis—Is Keynesianism Dead? Spring. 4 credits.

Prerequisites: Economics 312 or 314, and one term of calculus.

The coverage of this course may vary from term to term. Presently the content of the course deals with the range of criticisms against Keynesian theory by the New Classical Economics, alias the Equilibrium School, alias the Rational Expectations School. Despite the fact that almost all intermediate macroeconomic textbooks are Keynesian in perspective, clearly Keynesian economics is currently at bay. We shall review critically critiques to Keynesian theory.

473 Economics of Export-led Development

Spring. 4 credits. Prerequisites: Economics 313 and 314.

This course will examine the phenomenon of export-led development from both the theoretical and empirical points of view. Concentration will be on experiences within the West Pacific Rim.

481 Economic Effects of Participation and Labor-managed Systems

Spring. 4 credits. Prerequisites:

Economics 311 or 313, and 320, 381, and calculus.

The course applies microeconomic theory to analyze the performance of firms in which employees either participate in the decision-making process or make all the important decisions. Numerous empirical studies are examined with particular emphasis on their ability to model the relevant institutions and test the resulting theoretical predictions with appropriate econometric methods.

482 Practical Aspects of Business Management of Worker Enterprises

Spring. 4 credits.

Prerequisites: Economics 311 or 313, and 312 or 314.

May be taken concurrently with or following Economics 382/582.

This course is designed to further and deepen undergraduate and graduate students' knowledge of workers' self-management and cooperation, especially in view of actual formation of democratic enterprises. It will be based primarily on Freirean dialogue and participants' own presentations of their research in relevant areas such as cooperative business law, finance, accounting, or internal work organization. The instructor will act primarily as a coordinator and resource person, together with occasional invited speakers practically involved in the area of workers' management and cooperation. Students who have taken all three courses, Economics 382/582, 482, and 483, both graduate and undergraduate, are welcome to participate as teacher-student interns. They may receive additional independent study credits for this work.

483 The Technological and Product Base of Worker Enterprises, with Special Emphasis on Ecology and Solar Energy Applications

Spring. 4 credits. Prerequisites: Economics 311 or 313, and 312 or 314. May be taken concurrently with or following Economics 382/582 and 482.

This course is designed to further and deepen undergraduate and graduate students' knowledge of workers' self-management and cooperation, especially in view of actual formation of democratic enterprises. Students who have taken all three courses, Economics 382/582, 482, and 483, both graduate and undergraduate, are welcome to participate as teacher-student interns. They may receive additional independent study credits for this work. We will discuss the relationships between technology and choice of products on the one hand and socioeconomic systems on the other, while also engaging in actual learning about, and production of, solar-energy-based new technologies and products. Each student will be able to construct his or her own solar water pump using the Vanek patents pending and work on several other related concrete projects. The students will also be invited to form worker cooperatives based on the experiences and results of Economics 382/582, 482, and 483.

Graduate Courses and Seminars**503 Nonparametric Methods for Peace Scientists and Regional Scientists**

Fall. 4 credits.

Topics to be covered include advantages and disadvantages of parametric and nonparametric methods; problems involved in measurement; nonparametric methods based on one sample and many samples; nonparametric methods requiring only nominal measurement, and those requiring only ordinal measurement; nonparametric measures of association; procedures for nonnormal distributions.

504 Economics and the Law

Fall. 4 credits.

For description see Economics 304.

505 Interdependent Decision Making

Fall. 4 credits.

The basic elements in interdependent decision-making situations are examined. Situations where decision makers have different sets of objectives that they wish to achieve and employ different criteria for evaluating performance are focused on. The use of maximizing incremental procedures, game theory, and diverse methods of establishing priorities and cooperative action as well as recursive, interactive approaches to resolve conflict are considered. Coalition theory and related topics are covered.

509 Microeconomic Theory I

Fall. 4 credits.

Topics in consumer and producer theory.

510 Microeconomic Theory II

Spring. 4 credits.

Topics in consumer and producer theory, equilibrium models and their application, externalities and public goods, intertemporal choice, simple dynamic models and resource depletion, choice under uncertainty.

513 Macroeconomic Theory: Static Income Determination

Fall. 4 credits.

514 Macroeconomic Theory: Dynamic Models, Growth, and Inflation

Spring. 6 credits.

516 Applied Price Theory

Fall. 4 credits.

The course emphasizes the applications of the principles of price theory to a variety of problems taken from concrete, practical settings.

517 Intermediate Mathematical Economics I

Fall. 4 credits.

518 Intermediate Mathematical Economics II

Spring. 4 credits.

519 Econometrics I

Fall. 4 credits. Prerequisites:

Economics 319–320 or permission of instructor. This course gives the probabilistic and statistical background for meaningful application of econometric techniques. Topics to be covered are (1) probability theory: probability spaces, random variables, distributions, moments, transformations, conditional distributions, distribution theory and the multivariate normal distribution, convergence concepts, laws of large numbers, central limit theorems, Monte Carlo simulation; (2) statistics: sample statistics, sufficiency, exponential families of distributions. Further topics in statistics will be considered in Economics 520.

520 Econometrics II

Spring. 4 credits. Prerequisite:

Economics 519.

This course is a continuation of Economics 519 (Econometrics I) covering (1) statistics: estimation theory, least squares methods, method of maximum likelihood, generalized method of moments, theory of hypothesis testing, asymptotic test theory, and nonnested hypothesis testing and (2) econometrics: the general linear model, generalized least squares, specification tests, instrumental variables, dynamic regression models, linear simultaneous equation models, nonlinear models, and applications.

523 American Economic History

Fall. 4 credits.

For description see Economics 323.

524 American Economic History

Spring. 4 credits.

For description see Economics 324.

525 Economic History of Latin America

Fall. 4 credits.

For description see Economics 325.

535 Public Finance: Resource Allocation and Fiscal Policy

Fall. 4 credits.

For description see Economics 335.

536 Public Finance: Resource Allocation and Fiscal Policy

Spring. 4 credits.

For description see Economics 336.

551 Industrial Organization

Fall. 4 credits.

For description see Economics 351.

552 Public Regulation of Business

Spring. 4 credits.

For description see Economics 352.

554 Economics of Regulation

4 credits.

For description see Economics 354.

555 Politics and Markets

Fall. 4 credits.

For description see Economics 355.

557 Economics of Imperfect Information

Fall. 4 credits. Prerequisites: Economics 509 and statistics.

The purpose of the course is to consider some major topics in the economics of uncertain information. Although the precise topics considered will vary from year to year, subjects such as markets with asymmetric information, signalling theory, sequential choice theory, and search theory will be discussed.

561 International Trade Theory and Policy

Fall. 4 credits.

For description see Economics 361.

562 International Monetary Theory and Policy

Spring. 4 credits.

For description see Economics 362.

565 Economic Problems of Latin America

Spring. 4 credits.

567 Comparative Economic Systems: Soviet Union and Europe

Fall. 4 credits.

For description see Economics 367.

569 Selected Topics in Socialist Economies: China

Spring. 4 credits.

For description see Economics 369.

571 Economic Development

Spring. 4 credits.

For description see Economics 371.

572 Applied Economic Development

Spring. 4 credits.

For description see Economics 372.

573 International Specialization and Economic Development

Spring. 4 credits.

For description see Economics 373.

578 Economics, Population, and Development

Fall. 4 credits.

For description see Economics 378.

581 Economics of Participation and Worker Management

Fall. 4 credits.

For description see Economics 381.

582 The Practice and Implementation of Self-Management

Fall. 4 credits.

For description see Economics 382.

599 Readings in Economics

Fall or spring.

Variable credit.

Independent study.

603 Seminar in Peace Science

Fall. 4 credits.

Among topics to be covered at an advanced level are game theory, coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macrosocial processes, and general systems analysis.

605 Advanced Social Theory for Peace Scientists

Spring. 4 credits. Prerequisites: Economics 505 and

knowledge of microeconomic theory.

Study of diverse social science hypotheses and theories as they relate to, and can be synthesized within, multiregional, multinational, and generally multigroup conflict and cooperative frameworks. Particular attention will be given to developments stemming from microeconomics and general systems theory. Dynamic analyses will be emphasized.

610 Stochastic Economics: Concepts and Techniques Spring. 4 credits. Prerequisites: Economics 509, 510, 513, 514, 519, and 520. This course will review a number of techniques that have been useful in developing stochastic models of economic behavior. Among these are (a) discrete-time Markov processes, (b) dynamic programming under uncertainty, and (c) continuous-time diffusion processes. Examples of economic models will be drawn from recent literature on optimal capital accumulation and optimal savings and portfolio selection problems; permanent income hypothesis; dynamic models of price adjustment, etc. Advanced graduate students contemplating work in economic theory and econometric theory will be able to get some exposure to current research.

611 Advanced Microeconomic Theory Fall. 4 credits.

612 Advanced Macroeconomic Theory Fall. 4 credits.

617 Mathematical Economics Fall. 4 credits.

618 Mathematical Economics Spring. 4 credits.

619 Advanced Topics in Econometrics I Fall. 4 credits. Prerequisites: Economics 519–520 or permission of instructor. Advanced topics in econometrics, such as asymptotic estimation and test theory, robust estimation, Bayesian inference, advanced topics in time-series analysis, errors in variable and latent variable models, qualitative and limited dependent variables, aggregation, panel data, and duration models.

620 Advanced Topics in Econometrics II Spring. 4 credits. Prerequisites: Economics 519–520 or permission of instructor. For description see Economics 619.

623 American Economic History Fall. 4 credits.

624 American Economic History Spring. 4 credits.

626 Methods in Economic History Spring. 4 credits.

631 Monetary Theory and Policy Fall. 4 credits.

632 Monetary Theory and Policy Spring. 4 credits.

635 Public Finance: Resource Allocation and Fiscal Policy Fall. 4 credits.

636 Public Finance: Resource Allocation and Fiscal Policy Spring. 4 credits.

637 Location Theory and Regional Analysis Fall. 4 credits. Prerequisites: Economics 509 and 517 and Econometrics. Economic principles influencing the location of economic activity, its spatial equilibrium structure, and dynamic forces. Topics include spatial pricing policies, price competition, and relocation by firms; residential location patterns; patterns of regional growth and decline; and patterns of urbanization.

638 Public Finance: Local Government and Urban Structure Fall. 4 credits. An integration of urban economics and location theory with local public goods and state and local public finance topics. Both equilibrium models and dynamic analyses are explored.

641 Seminar in Labor Economics Fall. 4 credits.

642 Seminar in Labor Economics Spring. 4 credits.

644 The Labor Market and Public Policy: A Comparative View Spring. 4 credits.

647 Economics of Evaluation (also Industrial and Labor Relations 647) Spring. 4 credits. For description see Industrial and Labor Relations 647.

648 Issues in Latin America Spring. 4 credits.

651 Industrial Organization and Regulation Fall. 4 credits.

652 Industrial Organization and Regulation Spring. 4 credits.

653 Public Policy Issues for Industrial Organizations Spring. 4 credits. Prerequisites: Economics 509, 510, and 651. The course takes an in-depth view of the interaction between the government and business. Methods of business control, including antitrust, price regulation, entry regulation, and safety regulation. Emphasis will be not only on the economic effects on business, but on the economics of selecting and evolving the method of control.

661 International Economics: Pure Theory and Policy Fall. 4 credits.

662 Seminar in International Economics Spring. 4 credits. Prerequisites: Economics 661, acquaintance with conventional trade analysis, or permission of instructor. The course will cover advanced topics in international economics normally covered in International Economics 661.

664 International Economics: Balance of Payments and International Finance Spring. 4 credits.

670 Economic Demography and Development Fall. 4 credits.

671 Economics of Development Spring. 4 credits.

672 Economics of Development Fall. 4 credits.

673 Economic Development Spring. 4 credits. Prerequisites: Economics 509 and 520. The course is concerned with theoretical and applied works that seek to explain economic development, or lack thereof, in countries at low-income levels. Specific topics vary each semester.

674 Economic Systems Spring. 4 credits.

678 Economic Growth in Southeast Asia Spring. 4 credits.

679 Theory of Quantitative Economic Policy Spring. 4 credits.

681 Economics of Participation and Self-Management Fall. 4 credits. The theory of labor-management economies is developed systematically, and literature on that and related subjects is surveyed. Theories of the participatory firm, industry, and general equilibrium are covered together with a microeconomic theory and analysis of special dimensions of the system. Efficient decision-making processes within the firm are also studied. Illustrative references to Yugoslavia and other real instances of labor participation are made throughout.

682 Seminar on Economics of Participation and Labor-managed Systems Fall. 4 credits.

684 Seminars in Advanced Economics Fall and spring. 4 credits.

English

D. Mermin, chairperson; T. Murray, director of undergraduate studies (255-3492); P. Marcus, director of honors program; M. Abrams, B. B. Adams, A. R. Ammons, J. P. Bishop, J. F. Blackall, A. Boehm, F. V. Bogel, L. Bogel, L. Brown, A. Caputi, C. Chase, J. Culler, S. Davis, D. D. Eddy, L. Fakundiny, R. T. Farrell, E. G. Fogel, D. Fried, H. Gates, R. Gilbert, C. Giscoombe, K. Gottschalk, L. Herrin, T. D. Hill, M. Hite, M. Jacobus, P. Janowitz, B. Jeyifo, N. Kaplan, C. V. Kaske, R. E. Kaske, C. S. Levy, A. Lurie, D. E. McCall, K. A. McClane, J. R. McConkey, H. S. McMillin, S. P. Mohanty, R. Morgan, H. Mullen, R. Parker, S. Parrish, J. Porte, M. A. Radzinowicz, E. Rosenberg, N. Saccamano, S. Samuels, P. Sawyer, D. R. Schwarz, M. Seltzer, H. E. Shaw, S. Siegel, W. J. Slatoff, H. Spillers, S. C. Strout, G. Teskey, S. Vaughn, W. Wetherbee

Visiting professors and lecturers: M. Echeruo, E. Horner, M. Koch, W. Snodgrass

The Department of English offers a wide range of courses in English and American literature as well as in creative writing and expository prose. Literature courses focus variously on close reading of texts, on study of particular authors and genres, on the relationship of literary works to their historical periods, and on questions of critical theory and method. The department not only stresses the development of analytical reading and lucid writing but, through the study of major literary texts, teaches students to think about the nature and value of human experience.

Students who major in English develop their own programs of study in consultation with their advisers. Some focus on a particular historical period or major literary genre (poetry, drama, or the novel). Others pursue special interests in such areas as women's literature or creative writing. Students may also concentrate in medieval studies or American studies.

The Major

Any student considering a major in English should make an appointment to see the department's director of undergraduate studies to discuss the major and be assigned a major adviser. Copies of a brochure containing suggestions for English majors and prospective English majors are available in the department office, 250 Goldwin Smith Hall.

The Department of English requires its students to prepare themselves for the major by taking at least one of the following prerequisite courses: The Reading of Fiction (English 270), The Reading of Poetry (English 271), Introduction to Drama (English 272), The American Literary Tradition (English 275, 276), or Creative Writing (either English 280 or 281). These courses concentrate on the skills basic to the English major and to much other academic work: responsive, sensitive reading and lucid, effective writing. English 270, 271, and 272, which may be used to satisfy the freshman writing seminar requirement, are open to all second-term freshmen. First-term freshmen with a score of 700 or above on the CEEB College Placement Tests in English composition or literature or 4 or 5 in the CEEB Advanced Placement Examination in English may also enroll in English 270, 271, and 272 as space permits, and students interested in majoring in English are especially encouraged to do so. Students planning to spend the junior year abroad should pick up the handout "Credit for Cornell Abroad."

English majors are required to complete six credits of foreign language study (preferably in literature) in courses for which qualification is a prerequisite. Advanced placement credit does not fulfill this requirement, nor does the study of foreign literature in translation. Majors are urged to complete this requirement by the end of their sophomore year, and those who enter Cornell without sufficient preparation should begin their language study at once.

English 201 and 202, a survey of major British writers, though not required for the major, are strongly recommended for majors and prospective majors, since they afford an overview of the history of English

literature, providing an introduction to periods, authors, and genres that allows students to make a more informed choice of advanced courses.

Besides taking at least one of the prerequisite courses and fulfilling the department's foreign language requirement, each English major must complete with passing letter grades at least 36 credits in courses approved for the major. Courses approved for the major include English 201, English 202, and all English courses numbered 300 or above. In addition to English 201 and 202, students may count up to two courses for the major from the category entitled "200-level Courses Approved for the Major." (Courses taken for the English major may also be used to satisfy the arts college humanities distribution requirement or, in the case of creative writing courses, the expressive arts distribution requirement.) Of the 36 credits required for the major, 12 (three courses) must be taken in English and American literature written before 1800.

Students may count toward the English major a maximum of 12 credits in literature and creative writing courses at the 300-level or above given by such departments and programs as Comparative Literature, Theater Arts, foreign languages, the Africana Studies and Research Center, and the Society for the Humanities. In addition, double majors may count toward the English major courses taken in their other major if such courses are approved by their English department adviser as relevant to the study of literature.

Honors. Prospective candidates for the degree of Bachelor of Arts with honors in English should read the handout "English Department Honors Program." These students should consult the chairperson of the Honors Committee during the spring term of their sophomore year or early in their junior year. Honors candidates will take one or two honors seminars (English 491 or 492) during their junior year, as well as a 400-level course in the field in which they plan to work during their senior year. The work of the senior year is a yearlong tutorial (English 493 and 494) on a special topic of the candidate's choosing, culminating in the writing of a scholarly honors thesis of approximately fifty pages, or a substantial work of high quality in creative writing completed for English 480–481. More information about the program may be found in the department's brochure for honors candidates.

Courses for Nonmajors

For students not majoring in English, the department makes available a variety of courses at all levels. Some courses at the 200 level are open to qualified freshmen, and all of them are open to sophomores. Courses at the 300 level are open to juniors and seniors and to underclass students with permission of the instructor. The suitability of courses at the 400 and 600 levels for nonmajors will vary from topic to topic, and permission of the instructor is required.

Courses for Freshmen

As part of the Freshman Seminar Program, the Department of English offers many one-semester courses concerned with various forms of writing (narrative, biographical, expository), with the study of specific areas in English and American literature, and with the relation of literature to culture. Students may elect any two of these courses during their first year to satisfy the Freshman Seminar requirement. Descriptions of Freshman Seminar offerings may be found in the Freshman Seminar Program listings in the section "Special Programs and Interdisciplinary Studies."

Courses for Sophomores

Although courses numbered in the 200s are primarily for sophomores, some of them are open to qualified freshmen and to upperclass students. Courses approved for the major are English 201 and 202 and all courses numbered 300 or above. In addition to English 201–202, students may count up to two 200-level courses toward the major from "Courses Approved for the Major," listed below.

201–202 The English Literary Tradition 201, fall; 202, spring. 4 credits each term. Open to all undergraduates. English 201 is not a prerequisite to 202. May be counted toward the English major.

M W F 11:15. Fall: W. Wetherbee; spring: D. Mermin, F. Bogel.

Interpretation of major works ranging from *Beowulf* through Yeats. English 201 surveys Old English poetry, Chaucer, medieval romances, Spenser, Shakespeare, Donne, and Milton. English 202 includes Dryden, Swift, Pope, Johnson, Blake, Austen, the major Romantic and Victorian poets, and Yeats. The course will be conducted by a combination of lectures and intensive seminars in special topics.

Courses Primarily for Nonmajors

205–206 Readings in English and American Literature 205, fall; 206, spring. 3 credits each term. Open to all undergraduates. English 205 is not a prerequisite to 206.

M W F 10:10. Fall, C. Kaske; spring, S. Parrish.

205. An introduction to some of the major texts from the beginning through the eighteenth century. The first weeks will be devoted to *Beowulf* and two of Chaucer's *Canterbury Tales* as samples of early yet readily understood literature. Readings from other authors include Shakespeare, Jonson, Marlowe, Donne, Pope, Swift, and Johnson.

206. Covers literature since the mid-nineteenth century. Novels by such authors as Emily Bronte, Conrad, Hardy, Hemingway, Faulkner, Vonnegut, and others; poems by Browning, Housman, and Frost; plays by Shaw and one or two contemporary writers such as Arthur Miller. Two lectures and one discussion section each week. Two short papers, two prelims, no final examination.

[208 Forms of Poetry Spring. 3 credits. Not offered 1988–89.

[210 Medieval Romance: The Voyage to the Otherworld Spring. 3 credits. Not offered 1988–89.]

227 Shakespeare Fall or spring. 3 credits. Each section limited to 25 students.

Fall: T R 11:40–12:55, D. Eddy; M W F 12:20, staff. Spring: Hours to be arranged.

A critical study of representative plays from the principal periods of Shakespeare's career.

255 African Literature Spring. 3 credits.

M W F 12:20. M. Echeruo.

An introduction to major African writers and literary traditions. Authors studied may include Achebe, Soyinka, Clark, Armah, Ngugi, and Emecheta.

283 Writing for Readers—Reading for Writers (also Writing 203) Spring. 3 credits.

Hours to be arranged. J. Martin.

This course will develop students' writing abilities by teaching them to become skilled readers of their own work as well as that of others. The class will focus on how writers can respond to the writing of others through informed evaluations and criticisms and on how writers can learn from the evaluations of their readers. In considering how the response of a reader directs and influences subsequent drafts of an essay, students will strengthen writing skills through rewriting their essays in response to readers' formal evaluations. In classes, in special editing groups, and in written responses students will evaluate their own work and that of others as an essential step in developing their writing and revising strategies. To respond effectively, students will develop a critical vocabulary for evaluating writing, focusing on such issues as the role of an audience, patterns of organization, the varieties of language, and the recognition and manipulation of styles. Students will write and revise at least eight essays during the semester. By the end of the semester students will have learned about their own writing by learning how to talk with and respond to other writers about their work. Qualified students may have the opportunity to continue applying what they have learned by becoming tutors in the Writing Workshop's Walk-In Service.

286 Writing in the Humanities (also Writing 201) Fall or spring. 3 credits. Sections limited to 17 students. Corequisite: enrollment in another course in the humanities or expressive arts. Carries distribution credit as English 286. S-U grades with permission of instructor.

T R 11:40–12:55. S. Davis.

This course helps students strengthen writing skills valuable in all disciplines and particularly appropriate to the humanities. It also encourages them to ask what they are doing when they read, interpret, and write about works of literature, philosophy, history, and the visual arts. Using such materials, the course takes up problems of technique in writing (audience, organization, critical method, use of secondary materials) and explores some of the larger questions to which they point: How does this good critical and interpretive writing shape as well as find its subject matter and audience? How does commentary change as we move from literature to philosophy, art, and film? What counts as knowledge in these domains, and how is it formed by the media of its expression? What relevance to our study have historical data and theoretical speculation? Students in the course write (and often revise) roughly thirty pages (eight to ten papers) and confer often with the instructor. The course begins with works that provide commentary by challenging our understanding and moves on to works that pit literary, philosophical, or historical understanding against its real or supposed antagonists: alien humanity, artistic inspiration, madness, the divine, and the will to power. Readings and viewings may include paintings by da Vinci and Velasquez. Nabokov's *Pale Fire*, Conrad's *Heart of Darkness*, Plato's *Gorgias*, Nietzsche's *Birth of Tragedy*, Euripides' *The Bacchae*, and Peter Weiss's *Marat/Sade*, the play and the film.

288–289 Expository Writing 288, fall; 289, spring. 3 credits each term. Each section limited to 18 students.

Fall: M W F 9:05, 11:15, 12:20, or 1:25; or T R 11:40 or 1:25. Spring: hours to be arranged.

This course is intended to meet the needs of undergraduates from a range of disciplines who wish to gain skill in expository writing. Under the instructor's direction, students will write on topics related to their own interests. A substantial amount of new writing or a revision of an earlier essay will be expected each week. Since the class is the primary audience for the essay, attendance and participation in discussion by all students are essential. In addition to regularly scheduled class meetings, instructors will hold frequent conferences with students.

200-Level Courses Approved for the Major

Students may take up to two of the following courses for credit toward the English major.

219 The Destiny of the Hero: An Introduction to Medieval Heroic Lay and Epic 4 credits. Spring.

M W F 12:20. T. Hill.

Texts to be considered in the course will vary but will normally include *Maldon*, *Beowulf*, the *Hildebrandslied*, selections from the *Edda*, *Njáls Saga*, *Grættis Saga*, *Chanson du Roland*, selections from the Scots ballads, and some modern "heroic" texts. There are no prerequisites for the course, and all texts will be read in translation.

247 Major Nineteenth-Century Women Novelists (also Women's Studies 248) Fall. 4 credits.

M W F 1:25. J. Blackall.

This course gives particular attention to the biographical and social circumstances surrounding the novels, their critical reception in their own time, and the themes and subject matter that women novelists elected to write about. The reading includes masterworks and certain other works that exerted a major imaginative impact on contemporary readers. Readings are Austen, *Persuasion*; C. Brontë, *Jane*

Eyre; E. Bronte, *Wuthering Heights*; Gaskell, *Mary Barton*; Stowe, *Uncle Tom's Cabin*; Eliot, *The Mill on the Floss*; Gilman, *The Yellow Wallpaper*; and Chopin, *The Awakening*. In addition, two twentieth-century works, Jean Rhys's *Wide Sargasso Sea* and Edith Wharton's *Ethan Frome*, will be approached as imaginative sequels to *Jane Eyre* and *Wuthering Heights*, respectively.

251 Twentieth-Century Women Novelists (also Women's Studies 251) Spring. 4 credits.
TR 10:10–11:25. S. Samuels.

This course will examine questions raised by literature by and about women in twentieth-century narrative fiction, particularly questions about women's experience, perspective, and language. We will read works by Virginia Woolf, Gertrude Stein, Toni Morrison, Alice Walker, Zora Neale Hurston, and others.

[253 The Modern Novel] Fall. 4 credits. Not offered 1988–89.]

265 The Afro-American Folk Tradition in American Literature (also Africana Studies and Research Center 265) Fall. 3 credits.
MWF 12:20. H. Mullen.

Writings of Chesnut, Dunbar, Hurston, Hughes, Ellison, Reed, Baraka, Morrison, Bambara, and others provide a focus for examining the relationship between literary texts and oral traditions of song, poetry, narrative, and verbal contest.

[277 Folklore and Literature] Fall. 4 credits. Not offered 1987–88.]

290 Literature and Value Spring. 4 credits.

TR 10:10–11:25. J. McConkey.
Each week a different member of the faculty discusses a poem, group of poems, story, play, or novel that is of particular importance to him or her—perhaps as a work that contributed to the person's decision to devote a lifetime to the study of literature or to the writing of fiction or verse, perhaps as a work that has affinity with present-day concerns. In a following meeting that week, class members will discuss, sometimes with the guest faculty member present, their responses to that work. Students will be encouraged to explore, in their papers for the course as well as their discussions, the relation between specific texts and their own experience, attitudes, and values.

Courses that Satisfy the Major Prerequisite

270 The Reading of Fiction Fall or spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English. Open to all students. Upperclass students admitted as space permits. May be used to satisfy either the freshman writing seminar requirement or the distribution requirement in the humanities, but not both. Forms of modern fiction, with emphasis on the short story and novella. Critical study of works by English, American, and Continental writers from 1880 to the present.

271 The Reading of Poetry Fall or spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English. Open to all students. Upperclass students admitted as space permits. May be used to satisfy either the freshman writing seminar requirement or the distribution requirement in the humanities, but not both. Designed to sharpen the student's ability to understand and respond to poetry. Readings in the major periods, modes, and genres of poetry written in English.

272 Introduction to Drama Fall or spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English. Open to all students. Upperclass students admitted as space permits. May be used to satisfy either the freshman writing seminar requirement or the distribution requirement in the humanities, but not both. Selected masterworks by such playwrights as Sophocles, Ibsen, and Shaw introduce the chief idioms and styles of drama. The course work will consist of

discussions and papers and may include a special project related to the plays being produced by the Department of Theatre Arts. The course will be taught in small sections.

275 The American Literary Tradition Fall or spring. 3 credits. Recommended for prospective majors in American studies.

Fall: TR 1:25–2:40. D. McCall; spring: MWF 1:25. R. Gilbert.

Fall: 1850–1950. Hawthorne, Melville, Whitman, Dickinson, James, Fitzgerald, Hemingway, and Faulkner.

Spring: The problem of an American national literature is explored through the reading, discussion, and close analysis of texts representing the four principal periods in American literary history. Not a survey, this course focuses on the relations of the texts to each other, the role of Americanness in those relationships, and the assumptions about history, language, and the self that underlie them. Edwards, Irving, Hawthorne, Whitman, Twain, James, Cather, Fitzgerald, Lowell, Ginsberg, and Morrison.

280 Creative Writing Fall or spring. 3 credits.

Limited to 18 students each section. Recommended for prospective English majors.

An introductory course in the theory and practice of writing narrative prose, poetry, and allied forms.

Courses for Sophomores, Juniors, and Seniors

Courses at the 300 level are open to juniors and seniors and to others with the permission of the instructor. There are no specific prerequisites except as noted for English 382–383 and 384–385.

302 Literature and Theory Fall. 4 credits.

MWF 10:10. J. Culler.
Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings by Barthes, Derrida, Foucault, B. Johnson, J. Rose, and others. No previous knowledge of literary theory is assumed.

308 The Icelandic Family Saga Fall. 4 credits.

Limited to 30 students.
MWF 10:10. T. Hill.
An introduction to the Icelandic family sagas—the "native" heroic literary genre of Icelandic tradition. Texts will vary but will normally include the *Prose Edda*, the *Poetic Edda*, *Hrafnkels Saga*, *Njáls Saga*, *Laxdaela Saga*, and *Grettis Saga*. All readings will be in translation.

313 Middle English Literature in Translation Spring. 4 credits.

M 3:35–5:30, T 3:30–4:30. R. E. Kaske.
Readings from Middle English literature in translation, excluding Chaucer. Though texts vary, a typical selection would be Arthurian romances such as Layamon's *Brut*, the *Alliterative Morte Arthure*, *Sir Gawain and the Green Knight*, and Malory's *Morte d'Arthur*; Middle English lyrics and plays; and major poems such as *Piers Plowman*, *The Pearl*, the other works of the Gawain-poet, Gower's *Confessio Amantis*, *The Owl and the Nightingale*, and *The Land of Cockayne*.

319 Chaucer Spring. 4 credits.

MWF 11:15. R. T. Farrell.
The course will center on a close reading of the major *Canterbury Tales*, *Troilus and Criseyde*, and some of the minor works. Students will be given ample opportunity to learn Chaucer's language, so that all dimensions of the poems will be available to them. Prior knowledge of Middle English is neither expected nor required; course participants will be encouraged to follow up their own interests in class reports and papers.

[320 The Sixteenth Century: Tudor Culture] Fall. 4 credits. Offered alternate years. Not offered 1988–89.]

321 Spenser and Malory Spring. 4 credits.

MWF 10:10. C. Kaske.
Paired selections covering about half of Malory's *Morte d'Arthur* and half of Spenser's *Faerie Queene*. Chretien's romances and some of Spenser's minor poems will be mentioned occasionally as background. Comparisons will assess possible literary influence, the distinctive genius of each author as a writer of romance, and the development of Arthurian romance from the Middle Ages to the Renaissance. Informal lecture and discussion. Two papers, no exams.

[322 The Seventeenth Century] Spring. 4 credits. Not offered 1988–89.]

327 Shakespeare Fall. 4 credits.

MWF 9:05. A. Caputi.
An introduction to the works of Shakespeare based on a selection of plays representative of the stages of his artistic development and the range of his achievement.

329 Milton Fall. 4 credits.

M 7:30–10 p.m. G. Teskey.
An introduction to the poetry of John Milton.

330 Restoration and Eighteenth-Century Literature Spring. 4 credits.

MWF 1:25. R. Bogel.
Close reading of texts in a variety of genres (poetry, fiction, drama, autobiography) will be guided by such topics as the nature of satire, irony, and mock forms; the languages of the ridiculous and the sublime; the authority and fallibility of human knowledge; and connections among melancholy, madness, and imagination. Works by such writers as Rochester, Dryden, Swift, Gay, Defoe, Johnson, Boswell, Sterne, and Cowper.

333 The Eighteenth-Century English Novel Fall.

TR 10:10–11:25. N. Saccamano.
The rise of the English novel. We will place the emergence of the novel as a dominant literary genre in the context of other intellectual and cultural developments in eighteenth-century England and will discuss what the novel's changing form can tell us about the nature of fiction and the problems of representation. Novels by Defoe, Richardson, Fielding, Smollett, Sterne, MacKenzie, and Burney.

340 The English Romantic Period Fall. 4 credits.

MWF 11:15. S. Parrish.
Readings in the major poets—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats—along with a few related letters and critical essays. By the end of the readings we will try to arrive at an understanding of what we call the "romantic revolution."

[345 The Victorian Period] Fall. 4 credits. Not offered 1988–89.]

[348 The Female Literary Tradition: Wollstonecraft to Woolf (also Women's Studies 348)] Spring. 4 credits. Not offered 1988–89.]

350 The Early Twentieth Century (to 1930) Fall. 4 credits.

TR 10:10–11:25. D. Schwarz.
Critical study of major works by Hardy, Conrad, Lawrence, Joyce, Woolf, Eliot, Yeats, Hopkins, Wilde, and others. While the emphasis will be on close reading of individual works, some attempt will be made to place the authors and works within the context of literary and intellectual history. The course will seek to define the development of literary modernism in England by reference to these authors' innovations in themes and techniques.

[351 Modern Literature since 1914] Spring. 4 credits. Not offered 1988–89.]

[353 Postcolonial Literatures] Fall. 4 credits. Not offered 1988–89.]

361 Early American Literature Fall. 4 credits.

TR 1:25–2:40. J. Porte.
American writing from the 1630s to the 1830s, including prose and poetry of the Puritans, Edwards, Franklin,

Crevecoeur, Brockden Brown, Irving, Bryant, and Cooper and the early work of Poe, Hawthorne, and Emerson.

362 The American Renaissance Fall. 4 credits.
M W F 1:25. R. Gilbert.

The major literary achievements of Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson—read in themselves and in relation to one another.

363 The Age of Realism and Naturalism Spring.
M W F 12:20–1:10. J. Bishop.

The literary expression of American culture between the Civil War and the First World War. We will read a sequence of representative instances, chiefly fictional or historical, selected from the work of such authors as Whitman, Twain, Howells, Cable, H. James, W. James, Crane, Wharton, H. Adams, S. O. Jewett, Dreiser, and Cather.

[364 American Literature between the Wars] Spring. 4 credits. Not offered 1988–89.]

365 American Literature since 1945 Spring. 4 credits.

M W F 1:25. H. Spillers.
This course will alternate with English 364, which surveys American literature between the two world wars.

[366 The Earlier American Novel: Nathaniel Hawthorne to Henry James] Fall. 4 credits. Not offered 1988–89.]

367 The Modern American Novel (through World War II) Spring.

M W F 10:10. C. Strout.
A reading of some modern American writers of the first half of the twentieth century. Works by Wharton, Dreiser, Hemingway, Fitzgerald, Faulkner, Wright, Cather, and others. Lectures with some opportunity for discussion. Emphasis will be on the individual works in their historical contexts.

[368 The Contemporary American Novel] Spring. 4 credits. Prerequisite: one previous 300- or 400-level literature course or permission of instructor. Not offered 1988–89.]

370 The Nineteenth-Century English Novel Spring. 4 credits.

M W F 11:15. S. Parrish.
A study of representative works by major English novelists from Austen to Hardy. The course will view these works from a number of different perspectives, focusing on the individual texts as well as on the question of what is involved in reading them (or any other novels). By the end of the course the student should have learned something about nineteenth-century fiction but also about ways of interpreting fiction in general. The reading list will include Austen, *Pride and Prejudice*; Thackeray, *Vanity Fair*; Bronte, *Wuthering Heights*; Dickens, *Bleak House*; Eliot, *Middlemarch*; and Hardy, *Jude the Obscure*.

[371 American Poetry from Emerson to Stevens] Fall. 4 credits. Not offered 1988–89.]

372 English Drama Fall. 4 credits.

T R 1:25–2:40. S. McMillin.
Major events in the English theater from the Middle Ages to the beginning of the twentieth century. Plays by the Wakefield master, Marlowe, Shakespeare, Jonson, Dryden, Wycherley, Congreve, Sheridan, Shelley, Shaw, and others. Dramatic texts, theatrical conventions, social conditions, and their interrelationships.

[373 Postwar American Poetry] Spring. 4 credits. Not offered 1988–89.]

Creative and Expository Writing

381 Reading as Writing Spring. 4 credits. Limited to 15 students. Prerequisite: permission of instructor, normally on the basis of a writing sample submitted in advance.
T R 1:25–2:40. L. Fakundiny.

A course in writing about literary texts from a range of genres including, but not necessarily limited to, the epic, the satire, the novel, and the essay; for English majors or nonmajors who have enjoyed and done well in such courses as English 270–272, 286, 288–289, or 388–389 (as well as courses in English, American, and other literatures) and who have a particular interest in the processes by which our solitary experience as readers of literary texts evolves into literary commentary accessible to the understanding and judgment of other readers. The course emphasizes close reading as the initial stage of an interpretive continuum that culminates in critical essays about individual texts. Students should be prepared to read a small group of works attentively and repeatedly, to present their readings to the class both orally and in writing, and, by means of these activities, to develop a portfolio of well-crafted critical essays (about thirty-nine pages) for submission at the end of the term.

382–383 Narrative Writing 382, fall; 383, spring. 4 credits each term. Each section limited to 15 students. Students are encouraged to take English 280–281 previously. Prerequisite: permission of instructor, normally on the basis of a manuscript.

Fall: M W 2:30. E. Hower; M W 11:15. S. Vaughn; T 1:25–3:05. R. Morgan; plus conferences to be arranged. Spring: hours to be arranged.
The writing of fiction; study of models; analysis of students' work.

384–385 Verse Writing 384, fall or summer; 385, spring. 4 credits each term. Each section limited to 15 students. Prerequisites: English 280 and 281 and permission of instructor.

Fall: M 2:30–4:25. K. McClane; T 2:30–4:25. W. Snodgrass. Spring: hours to be arranged.
The writing of poetry; study of models; analysis of students' poems; personal conferences.

387 Autobiography: Theory and Practice Fall. 4 credits.

T R 11:40–12:55. A. Boehm.
In this nonfiction prose-writing seminar we explicate canonical autobiographies as models of rhetoric to be imitated in weekly writing assignments.

388–389 The Art of the Essay 389, fall; 388, spring or summer. 4 credits each term. Limited to 15 students. Prerequisites: permission of instructor. Interested students should submit a writing sample to the appropriate professor before the beginning of the term.

Fall: T R 2:55–4:10 (and conferences to be arranged), L. Fakundiny. Spring: M W 1:25 (and conferences to be arranged), C. Levy.
For both English majors and nonmajors who have done well in freshman writing seminars, or in such courses as English 288–289 or 286, and who desire intensive practice in writing essays. Particular, but not exclusive, emphasis on expository techniques of analysis and persuasion with special attention to relations between voice and purpose.

Courses for Advanced Undergraduates

Enrollment in courses at the 400 level is limited by prerequisite or permission of the instructor.

[401 The Afro-American Literary Tradition (also Comparative Literature 401 and Africana Studies 401)] Spring. 4 credits. Limited to 15 students. Not offered 1988–89.]

409 Freud as Imaginative Reader and Writer Spring. 4 credits.

T R 11:40–12:55. C. Chase.
How is the dominant theory of mind in the modern period marked by its origins in Freud's involvement with imaginative writing? In this seminar we will explore the forms and consequences of this involvement, including the nature of psychoanalytic writing—case histories that read like novels, theoretical texts that read like speculations on the origins of language and of sex—and psychoanalytic reading of works such as Hoffman's "The Sandman" and Poe's "The Purloined Letter." Readings for the seminar will include some of

the following: versions of stories of Narcissus and Oedipus; *The Interpretation of Dreams*; the case history of the Wolf Man; Hoffman's "The Sandman" and Freud's "The Uncanny"; Poe's "The Purloined Letter," and Lacan's "Seminar on the Purloined Letter"; and *Beyond the Pleasure Principle*.

411 Introduction to Old English (also English 611) Fall. 4 credits.

M W F 12:20. T. Hill.
The aim of the course is to teach students to read Old English as accurately and fluently as possible. While the primary emphasis is on acquiring a reading knowledge of the language, we will also be concerned with the linguistic and literary problems presented by the texts we cover.

412 Beowulf (also English 612) Spring. 4 credits.

M W F 12:20. R. Farrell.
A close reading of *Beowulf*. Attention will be given to relevant linguistic and literary problems.

413 Sutton Hoo: Past, Present, and Future (also Archaeology 413 and English 603) Spring. 4 credits.

W 2:30–4:20, plus one additional hour to be determined. R. Farrell.
The Sutton Hoo ship burial, excavated in 1939, is without doubt the most important early medieval site to have come to light in the present century. Not only was the splendor of an early seventh-century king brought to light, but an astonishing range of grave-goods in the ship showed the broad trade contacts, from Scandinavia to Byzantium, that existed then. This ship burial is closely associated with *Beowulf* and throws light on all of Old English literature. The course is structured as an interdisciplinary seminar open to those interested in English, Medieval studies, history of art, history, and associated disciplines. Students will be encouraged to follow individual lines of inquiry in oral reports and papers; a substantial research paper will be required of graduate students.

415 The English Language Fall. 4 credits.

T R 1:25–2:40. B. Adams.
A basic survey of the historical development of English from the Anglo-Saxon period to the present, with special reference to the needs and interests of students of literature.

422 The Faerie Queene Fall. 4 credits.

W 7:30–10:10 p.m. G. Teskey.

A reading of Edmund Spenser's epic.

423 The Map of Seventeenth-Century Poetry: School, Genre, and Ideology in the Verse of the Period Spring. 4 credits.

T R 10:10–11:25. M. A. Radzinowicz.
The course will read the principal poets of the period through the major critical discriminations by which they have usually been examined, seeking to describe their value to each other and to subsequent poets and critics as precisely and as richly as we can.

424 Lyric Sequences Spring. 4 credits.

T 1:25–3:20. C. Levy.
The art of the lyric sequence and a sketch of its history from Dante's *La Vita Nuova* and Petrarch's *Canzoniere* / (in translation as necessary) to Meredith's *Modern Love* and Berryman's *Sonnets*, and Hollander's *Powers of Thirteen*. About half the semester will be devoted to the work of Sidney, Greville, Spenser, and Shakespeare. As part of a typical meeting of the seminar, one member will conduct the discussion of a major topic. He or she will then write a short paper pursuing that topic, but no more than two such papers in the course of the semester. Each student will also write a substantial term paper.

427 Studies in Shakespeare Fall.

M W F 1:25. C. Levy.
A study of themes and patterns in Shakespeare's later history plays (*Richard II*, 1 & 2; *Henry IV*; and *Henry V*) in the perspective afforded particularly by Castiglione's *Book of the Courtier*; Elyot's *The Governour*, *A Mirror for Magistrates*; and Sidney's *The Countess of Pembroke's Arcadia*. Among topics to be explored are growth, responsibility, play, order, and community.

438 Inventing Human Nature: Passion and Experience in the Seventeenth and Eighteenth Centuries Spring. 4 credits.

TR 2:55–4:10. N. Saccamano.

This course will investigate the role played by the passions in "inventing" the notion of human nature that has been dominant in our culture for over two centuries. We will examine the ways in which the stress on the body, experience, and sexuality in writings of the seventeenth and eighteenth centuries challenged earlier definitions of the human subject and gave rise to new forms of discourse (autobiographical essay, genealogical history, novel). Concentrating primarily on literary works of various genres, we will also read some ethical and political philosophy. Authors will include Montaigne, Hobbes, Rochester, Behn, Swift, Defoe, Cleland, and Nietzsche.

450 The History of the Book Spring. 4 credits. Limited to 20 students. Prerequisite: permission of instructor.

T 7–9 p.m. D. Eddy.

A study of the physical aspect of books printed during the last six centuries. Included are papermaking, typography and printing, bookbinding, and the history of book illustrations; the transmission of texts and bibliographical descriptions of hand-printed and modern trade books. Above all, this is the study of the book as a work of art.

451 The Long Poem in America Fall. 4 credits. Hours to be arranged. R. Gilbert.

A study of varying responses to the challenge of writing a long poem in a culture with no epic tradition. We'll attempt to chart the range of formal possibilities, from the open-ended to the tightly contained, while correlating these with matters of theme and vision. The inevitable starting point will be Whitman's "Song of Myself." We will follow it with the major modernist adaptations of its radically innovative form: Pound's *Cantos*, Eliot's *Quartets*, Steven's *Notes Toward a Supreme Fiction*, Williams's *Paterson*, Crane's *The Bridge*, H. D.'s *Trilogy*, and we'll conclude with a sampling of more-recent efforts: Snyder's *Myths and Texts*, Ammons's *Sphere*, Kinnell's *The Book of Nightmares*, and Ashbery's *Three Poems*. Briefer looks will be taken along the way at poems by Zukofsky, Olson, Berryman, Merrill, and others.

453 Public Aesthetics: Art, Video, and Spectacle in the Age of Technology Spring. 4 credits. A Common Learning course.

T 2:30–4:10. T. Murray.

The course will discuss the theoretical and political impact of technology on American aesthetics. How have mixed-media experiments with photography, film, video, computer, and laser altered the process of making art? And how has technology affected the public reception of art, its aesthetics, and its politics? In surveying recent trends in the fine arts, architecture, and video, the seminar will ponder how technology and its art of simulation have increased the public's role in debating the acceptable standards of American aesthetics. The course will analyze a variety of artistic productions and the political debates they have generated: the Vietnam Veteran Memorial, in Washington, D.C.; Richard Serra's *Tilted Arc*, in Brooklyn; televised spectacles such as the presidential campaign and the Statue of Liberty celebration; the technological performances of Laurie Anderson and Max Headroom; and the architectural plans for the Whitney and Guggenheim museums in New York, as well as artistic responses to advances in space science research and warfare. Four medium-length papers will be required.

454 Slave Narratives and the Production of Black Literature Spring. 4 credits.

MWF 12:20. H. Mullen.

Materialist, feminist, and poststructuralist theories provide a vocabulary for discussing the ideological use of signs to produce or construct Black identity in slave narratives, autobiographies, fictional autobiographies, and novels. Slave narratives (Douglass, Jacobs, Bibb, Brown, and others) are examined as a source of tropes or textual strategies employed by Afro-American writers of autobiography, semi-autobiography, and fictional

autobiography (Washington, Wilson, Johnson), as well as by contemporary novelists, including Sherley A. Williams, Charles Johnson, Toni Morrison, Gayl Jones, Ishmael Reed, and Octavia Butler.

458 Mayhem, Myth, and Modernism Fall. 4 credits.

MWF 2:30. P. Marcus.

Vision and form in major texts from the period between the world wars. An exploration of the search for values in a troubled era and of concomitant formal experiments. The syllabus will include Lawrence, *Women in Love*; Joyce, *Ulysses* (selections); Pound, *Hugh Selwyn Mauberley* and *The Cantos*; Eliot, *The Waste Land* and *Four Quartets*; Woolf, *Mrs. Dalloway* and *To the Lighthouse*; Hemingway, *The Sun Also Rises*; and Yeats, *The Tower* and *Last Poems*. Some attention will be given to parallel developments in the visual arts.

461 Literature of the Early American Republic Spring. 4 credits.

TR 1:25. S. Samuels.

We will be reading late eighteenth century and early nineteenth century American literature and examining how it represents the violence of the American revolution, conflicts over slavery and the Indians, and the position of women in the home. Novels read may include Charles Brockden Brown's *Wieland*, James Fenimore Cooper's *The Spy*, Lydia Maria Child's *Hobomok*, and Catherine Sedgwick's *Hope Leslie*. We will also read selections from pamphlets by Mason Weems, Timothy Dwight, and Thomas Paine and from poems by the Connecticut Wits and the Fireside Poets.

469 William Faulkner Fall. 4 credits.

TR 1:25–2:40. H. Spillers.

This course will examine selected writings of William Faulkner, beginning with some of the early novels (*The Sound and the Fury*, *Light in August*, *Absalom, Absalom!*) and concluding with *A Fable*. We will consider Faulkner's impact as a maker of myth and as one of the leading figures of a literary discourse that creates a modernist sensibility in American letters. As a southern writer, Faulkner is traditionally confined to the character study of exotic types, but his systemic fictional exploration of "violence and the sacred" provides a powerful clue to the larger issue of a national identity. Faulkner, in his own terms, dared to imagine "culture" as a problem for fiction. This course will attempt to consider the outcome.

470 Studies in the Novel: Dickens, Flaubert, and Mann (also Comparative Literature 470) Fall. 4 credits.

TR 8:40–9:55. E. Rosenberg.

Two or three works by each of the novelists: *Bleak House*, *Great Expectations*, *Madame Bovary*, *Three Tales*, and Mann's political fiction—*Mario*, "Disorder," and *Dr. Faustus*.

472 Irish Culture Spring. 4 credits.

TR 1:25–2:40. P. Marcus.

Intensive study of a small number of major poems by Yeats, usually one or two per week, with some supplementary readings. The texts will be seen in the context of Yeats's Irish and occult interests. Attention will be given also to the plays and *A Vision*.

473 Tradition, Modernity, and Revolution in African Literature 4 credits.

MWF 2:30. B. Jeyifo.

This course is an introduction to the sociology of African literature, examining representative literary works from the three broad regional communities of African literature: West Africa, East-Central Africa, and Southern Africa. Familiarity with African literature will be an advantage but not a prerequisite.

474 American Culture and the Portfolio Canon (also Society for the Humanities 411) Fall. 4 credits.

W 10:10–12. D. Fried.

A feminist investigation of models of the oeuvre in American culture. Our traditional ideas about what an artistic career should look like include range,

development, and experimentation with a number of forms and subjects. This model necessarily defines as minor or amateur the achievements of those whose lifework is constituted of repeated and fragmentary trial sketches, rather than of methodical maturation toward a culminating masterwork. Such artists create journals, portfolios, sketchbooks, or other collections often marked by repeated revisions of a standard format. How are we to read and judge such assemblages of accumulated reworkings or repositories for small-scale innovations of habitual patterns? How can feminist criticism take up this challenge? Figures to be studied will be chosen from the following group: poets (Dickinson, H. H. Jackson, Whitman), keepers of journals (Emerson, Thoreau, Fuller, Alice James), painters (Heade, Homer, Cassatt, Hopper, O'Keefe, and several folk artists), photographers (Frances Benjamin Johnston, Dorothea Lange, Cindy Sherman), and others.

478 Inventing Gender I: Alternative Autobiographies (Also Society for the Humanities 415 and Women's Studies 413) Fall. 4 credits.

Limited to 15 students. Prerequisite: permission of instructor. No previous creative writing courses are required. This is not a prerequisite to English 479.

R 1:25–3:20. M. Hite.

The most common idea of autobiography presumes the independent existence of a self and a body of experience that this self undergoes—and presumes in addition that both self and experience may be accurately reflected in a written narrative. In this class we will explore a somewhat different possibility: that the kinds of writing in which we choose to engage lead to the construction of different kinds of selves and experiences and, in particular, that our notions of "man" and "woman" can differ radically in different narrative contexts. As writers, we are participants in the process of creating gender categories, and, as writers, we can experiment with this process, representing gender in ways that may prove limiting or liberating, ominous or exhilarating. Students will be required to keep two first-person "journals," the first a day-to-day record of events in the life of someone of their own sex; the second, a day-to-day record of events in the life of someone of the opposite sex. (The two journals might, but need not, have any direct relation to each other.) In addition, there will be a number of shorter writing projects, some involving collaboration among multiple authors. The emphasis throughout will be on the creation of characters rather than on the accurate depiction of a self, on process rather than on finished product (although individual participants may well end up with several stories or even a novella), and on cooperation rather than on competition.

479 Inventing Gender II (also Society for the Humanities 416 and Women's Studies 417) Spring. 4 credits. Limited to 15 students. English 478 is not a prerequisite.

M. Hite.

Concepts of which attitudes and behaviors are "masculine" and "feminine"—indeed, of what "man" and "woman" mean—vary markedly in different historical periods. As writers, we can regard this fact as an incentive to imagine gender otherwise: to invent societies and even universes in which sex roles—and perhaps sexes—are in important respects unlike the sex-gender systems operating in our own daily lives. In order to get some idea of forms that such imagining might take, we will read and discuss three novels that have emerged as feminist classics in the genre of speculative fiction: Marge Piercy's utopian (and dystopian) *A Woman on the Edge of Time*; Ursula Le Guin's gender fantasy, *The Left Hand of Darkness*; and Joanna Russ's visionary elaboration of multiple possibilities, *The Female Man*. Participants are not required to write in this genre however, or to confine themselves to writing any one kind of fiction. The emphasis of the class will be on experiment—with characters, with surrounding cultures, and especially with narrative structures—and workshop sessions will accordingly stress cooperation rather than competition. By the end of the semester every student should have produced at least one finished story.

487 The Telling of Lives Spring. 4 credits.

MWF 9:05–9:55. C. Strout.

Storytelling about lives is a common trait of fiction, much history, biography, autobiography, and case histories. How and what the varied forms of narrating can or cannot contribute to our understanding are crucial questions for the humanities. They have interested recent historians, literary critics, novelists, philosophers, and psychoanalysts. We will enter this lively debate and study some telling examples of novels, histories, biographies, memoirs, and case studies that help to clarify the issues. The material is drawn largely, but not exclusively, from Anglo-American thinkers and writers. Previous experience in studying literature, history, or philosophy will be welcomed.

491 Honors Seminar I Fall. 4 credits. Prerequisite: permission of director of the honors program.Section I. Jane Austen, Elizabeth Gaskell, George Eliot.
TR 1:25–2:40. J. Blackall.

A close focus on five masterworks of the nineteenth century—Austen's *Pride and Prejudice* and *Emma*; Gaskell's *Life of Charlotte Brontë* and *Wives and Daughters*; and Eliot's *Middlemarch*. Suggested topics to include these writers' conception of what a hero and a heroine should be and consideration of how class, money, gender, and familial roles (e.g., stepmother, eldest son, clergyman's daughter) affect the way characters are perceived and their opportunities for development and self-expression. Discussion format with many very short (one-page) papers (to launch discussions) and a final essay of moderate length. Recommended reading in advance: *Jane Eyre* and/or *Villette*, by C. Brontë.

Section 2. The Eighteen Nineties.

TR 2:55–4:10. S. Parrish.

The last decade of the century, the so-called mauve decade, embraces the end of the esthetic movement, the end of Victorian England, and the beginnings of modernism. To sample its rich variety, readings in Wilde, Housman, Hopkins, some of the "decadent" poets of the Rhymers Club, and minor novelists like Gissing and George Moore will be ranged alongside some major voices like Conrad, Shaw, Hardy, and the early Yeats.

492 Honors Seminar II Spring. 4 credits.

Prerequisite: permission of director of the honors program.

Section 1. Reading Joyce's *Ulysses*.

D. Schwarz.

A thorough, episode-by-episode study of the art and meaning of Joyce's *Ulysses*. We will explore the relationship between *Ulysses* and the other experiments in modernism and show how *Ulysses* redefines the concepts of epic and hero. We will also view *Ulysses* to address major issues in literary study and to test various critical and scholarly approaches. Such a self-conscious inquiry into theories and methods should prepare students to confront other complex texts, as well as help them define their own critical positions as they plan their senior honors theses.

Section 2. Shakespeare and Jacobean Drama.

B. Adams.

A close comparative study of seven or eight plays from the latter half of Shakespeare's career and about a dozen plays by some of his most important contemporaries, including Ben Jonson, John Webster, John Marston, Cyril Tourneur, Francis Beaumont, John Fletcher, and Thomas Middleton. Among the plays to be studied in common will be *Othello*, *Measure for Measure*, *The Tempest*, *The Alchemist*, *The Duchess of Malfi*, *The Malcontent*, *The Revenger's Tragedy*, *Philaster*, and *A Chaste Maid in Cheapside*.

493 Honors Essay Tutorial I Fall or spring.4 credits. Prerequisite: senior standing and permission of director of the honors program.
Staff.**494 Honors Essay Tutorial II** Fall or spring.4 credits. Prerequisite: English 493 and permission of director of the honors program.
Staff.**495 Independent Study** Fall or spring. 2–4 credits.**Courses Primarily for Graduate Students**

Permission of the instructor is a prerequisite for admission to courses numbered in the 600s. These are primarily intended for graduate students, although qualified undergraduates are sometimes admitted. Undergraduates seeking admission to a 600-level course should consult the instructor. The list of courses given below is illustrative only; a definitive list, together with course descriptions and class meeting times, is published in a separate department brochure before course enrollment each term.

Fall**600 Colloquium for Entering Students****611 Old English (also English 411)**

T. Hill.

615 History of Language (also English 415)

B. Adams.

626 Fantasies of Power: Gender, Class, and Print Culture in Seventeenth-Century England (also Society for the Humanities 423)

G. McLean.

629 Milton

M. A. Radzinowicz.

637 Eighteenth-Century Satire: Rhetoric, Readers, Theory

F. Bogel.

641 Romantic Writing and Rhetorical Reading

C. Chase.

649 Victorian Twilight: The Eighteen-nineties

S. Parrish.

653 Emergence of Modernism Spring. 4 credits.

S. Siegel.

665 Hawthorne and Melville

J. Porte.

676 Reading of Poetry for Poets Fall. 4 credits.

W. D. Snodgrass.

683 African Literature: Theory and Practice

H. L. Gates, W. Soyinka.

702 Literature and Theory (also English 302 and Comparative Literature 302)

J. Culler.

703 Theorizing Film: Image-Narration-Psychoanalysis (also French 695)

T. Murray.

745 Thackeray

H. Shaw.

753 Yeats

S. Siegel.

780.1 M.F.A. Seminar: Poetry

P. Janowitz.

780.2 M.F.A. Seminar: Fiction

A. Lurie.

793 Master's Essay Fall or spring. No credit.

Staff.

794 Directed Study Fall or spring. 5 credits, variable.

Staff.

795 Group Study Fall or spring. 5 credits, variable.

Staff.

796 Teaching and Research Fall or spring. 5 credits, variable.
Staff.**Spring****603 Early Medieval Archeology (also English 413 and Archeology 413)**

R. Farrell.

612 Beowulf (also English 412)

R. Farrell.

619 Chaucer

W. Wetherbee.

620 Piers Plowman

R. Kaske.

623 Seventeenth-Century Poetry

M. A. Radzinowicz.

624 Lyric Sequences (also English 424)

C. Levy.

627 Shakespeare's Histories and Comedies

S. McMillin.

635 Rethinking Literary History through Feminist (and Other) Theories: The Case of the British Eighteenth Century (also Society for Humanities 420)

D. Landry.

642 Romantic Narrative

R. Parker.

647 Victorian Women's Fiction

D. Mermin.

671 Theory of the Novel II

D. Schwarz.

685 Afro-American Narrative

H. Spillers.

765 Dickinson

D. Fried.

781.1 M.F.A. Seminar: Poetry

A. Ammons.

781.2 M.F.A. Seminar: Fiction

A. Caputi.

French

See Modern Languages, Literatures, and Linguistics.

Freshman Writing Seminars

See John S. Knight Writing Program, p. 19.

Geological Sciences

D. L. Turcotte, chairman; A. L. Bloom, director of undergraduate studies; R. Allmendinger, M. Barazangi, W. A. Bassett, J. M. Bird, L. D. Brown, L. M. Cathles, J. L. Cisne, B. L. Isacks, T. E. Jordan, D. E. Karig, S. Kaufman, R. W. Kay, J. E. Oliver, F. H. T. Rhodes, W. B. Travers, W. M. White

As an intercollege unit, the Department of Geological Sciences has degree programs in both the College of Arts and Sciences and the College of Engineering.

Within the past few years, studies of the earth have become increasingly important. The need for increased understanding of plate tectonics, limited energy and mineral reserves, awareness of natural hazards such as earthquakes and volcanic eruptions, and an

increasing concern for our environment encourage studies of the earth by geologists. Consequently, interest in geology courses and the employment of geologists have greatly increased.

There are eighteen faculty members, including Cornell's president, in the department, and forty undergraduate majors. A variety of courses provides our students with a broad and solid foundation. The department is particularly strong in geophysics, petrology and geochemistry, structural geology, and tectonics.

Students study the deeper parts of the earth's crust using many techniques but concentrating on seismic methods. High-pressure, high-temperature mineralogy research uses the diamond anvil and Cornell's synchrotron as research tools. Undergraduates have served as field assistants for faculty and graduate students who work in Greenland, British Columbia, the Aleutian Islands, Scotland, Barbados, the South Pacific, South America, and various parts of the continental United States. Undergraduates are encouraged to participate in research activities, sometimes as paid assistants.

Students who major in geological sciences are encouraged to take courses appropriate to their interests in the other sciences and mathematics. In order to develop skills in observing the natural earth, geology majors attend a summer field camp, usually during the summer following their junior year.

The Major

The prerequisites for admission to a major in geological sciences in the College of Arts and Sciences are two two-semester sequences, Mathematics 191–192 and Physics 112–113, or their equivalents, and an additional semester course in chemistry or biological sciences, such as Chemistry 207. Geological Sciences 101, 103, or 201 followed by 102, 104, or 202 are recommended, but a student with a strong foundation in mathematics and science may be accepted as a major without completion of an introductory sequence.

Majors take the five core courses in geological sciences, a summer field geology course, 6 credits of additional course work from geological sciences courses numbered 300 or 400, plus an additional course in mathematics, physics, chemistry, or biology at an intermediate or advanced level.

Core Courses

- 326 Structural Geology
- 355 Mineralogy
- 356 Petrology and Geochemistry
- 375 Sedimentology and Stratigraphy
- 388 Geophysics and Geotectonics

Prospective majors should consult one of the following departmental major advisers: J. L. Cisne, A. L. Bloom, or W. B. Travers, as early as possible for advice in planning a program. Students majoring in geological sciences may attend the departmental seminars and take advantage of cruises, field trips, and conferences offered through the Department of Geological Sciences.

Courses offered at the 100 and 200 level are open to all students. Certain 300-level courses in geology may be of particular interest to students of chemistry, biology, ecology, and physics. Students are encouraged to inquire about courses that interest them at the department office in Snee Hall.

Honors. An honors program is offered by the Department of Geological Sciences for superior students. Candidates for honors must maintain an overall 3.0 grade-point average and a cumulative average of 3.5 in the major and complete an honors thesis (Geological Sciences 490). Students interested in applying should contact the director of undergraduate studies during the second semester of the junior year.

Courses

For course descriptions see the Geological Sciences listing in the College of Engineering.

101 Introductory Geological Sciences Fall, spring, or summer, 3 credits.

2 lects, 1 lab, field trips, evening exams. Fall: J. M. Bird, D. L. Turcotte; spring: T. E. Jordan. In order to better harmonize human endeavor with the natural earth, we need to know what is natural on earth. This course teaches observation and understanding of landscape, including coasts, rivers, valleys, and glaciated regions; the genesis of earthquakes, volcanoes, and mountains; evidence for the drifting of continents and its consequences; and the origin, discovery, and development of mineral and water resources. The lab teaches use of topographic and geologic maps and recognition of minerals and rocks and includes field trips to Cascadilla Gorge, Fall Creek, and Enfield Glen.

102 Introduction to Historical Geology

103 Geology in the Field

104 Introduction to Oceanography

107 Frontiers of Geology I

108 Frontiers of Geology II

201 Introduction to the Physics and Chemistry of the Earth

202 Environmental Geology

210 Introduction to Field Methods in Geological Sciences

212 Special Field Trip

214 Western Adirondack Field Course

326 Structural Geology

355 Mineralogy

356 Petrology and Geochemistry

375 Sedimentology and Stratigraphy

388 Geophysics and Geotectonics

410 Field Geology

412 Experiments and Techniques in Earth Sciences

424 Petroleum Geology

431 The Earth's Crust: Structure, Composition, and Evolution

432 Digital Processing and Analysis of Geophysical Data

433 Exploration Seismology I: Data Acquisition and Processing

434 Exploration Seismology II: Analysis and Interpretation

441 Geomorphology

442 Glacial and Quaternary Geology

445 Geohydrology

452 X-Ray Diffraction Techniques

453 Modern Petrology

454 Advanced Mineralogy

455 Isotope Geology

456 Geochemistry

474 Modern Depositional Systems

476 Sedimentary Basins: Tectonics and Mechanics

479 Paleobiology

487 Geophysical Prospecting

489 Earthquakes and Tectonics

490 Senior Thesis

491–492 Undergraduate Research

600–699 Seminars and Special Work

621 Tectonic and Stratigraphic Evolution of Sedimentary Basins

622 Advanced Topics in Structural Geology

625 Rock and Sediment Deformation

631 Plate Tectonics and Geology

641 Advanced Geomorphology Topics

651 Petrology and Geochemistry

653 Mineralogy and Crystallography, X-Ray Diffraction, Microscopy, High-Pressure/Temperature Experiments

655 Advanced Topics in Petrology and Tectonics

657 Current Research in Petrology

662 Advanced Topics in Petroleum Exploration

671 Advanced Topics in Sedimentology and Stratigraphy

673 Paleobiology

680 Seismic Record Reading

681 Geophysics, Exploration Seismology

683 Earthquakes and Tectonics

685 Exploration Seismology, Gravity, Magnetics

687 Geophysics, Seismology, and Geotectonics

689 Research on Seismic-Reflection Profiling of the Continental Crust

693 Andes Seminar

695 Computer Methods in Geological Sciences

696 Geochemistry of the Solid Earth

697 Fluid-Rock Interactions

721 Marine Tectonics

722 Advanced Structural Geology I

724 Advanced Structural Geology II

728 Geology of Orogenic Belts

735 Advanced Geophysics I

737 Advanced Geophysics II

781 Geotectonics

787 Seismology

German Studies

A. Groos, chairman; H. Deinert, director of undergraduate studies; D. Bathrick, B. Buettner, I. Ezergailis, S. L. Gilman, P. U. Hohendahl, C. A. Martin, L. M. Olshner, G. Waite

The Department of German Studies offers courses in German, Medieval German, Yiddish, and Old Icelandic area studies. Major areas of specialization cover the period from the early Middle Ages to the twentieth century. While the emphasis remains on literature, the department teaches film, theater, the political culture of the two Germanies, women's studies, music, intellectual history, and Jewish studies. Courses are designed with the general student population in mind; courses taught in German demand knowledge of the German language. The department often cosponsors courses with the Departments of Comparative Literature, History, History of Art, Government, Music, Near Eastern Studies, and Theatre Arts, as well as with the Medieval Studies and Women's Studies programs and in history of science. For information about majors and courses, see Modern Languages, Literatures, and Linguistics.

Government

V. Shue, chairperson; B. R. O'G. Anderson, M. G. Bernal, S. Buck-Morss, W. J. Dannhauser, A. T. Dotson, M. J. Esman, B. Ginsberg, M. Goldfield, S. I. Jackson, M. Katzenstein, P. Katzenstein, E. W. Kelley, E. G. Kenworthy, I. Kramnick, R. N. Lebow, T. J. Lowi, T. J. Pempel, J. Pontusson, J. Rabkin, M. Rush, L. Scheinman, M. Shefter, S. G. Tarrow, N. T. Uphoff, S. Wolin

Government is what Cornell calls a department that elsewhere might be termed *political science*. The focus of this discipline is power applied to public purposes. Some faculty concentrate on purposes, some on applications. Some engage in the close reading of great texts of political philosophy, while others analyze the behavior of power-wielders and publics in this and other societies. Government is divided into four subfields: United States politics, comparative politics (other nations), political theory (philosophy), and international relations (transactions between nations).

To accommodate new courses or course changes, a supplementary announcement is prepared by the department. Before enrolling in courses or registering each term, students are requested to consult the current supplement listing courses in government, available in 125 McGraw Hall.

The Major

To be *admitted* to the major, a student must have passed or be currently taking two government courses, one an introductory course, the second any other course offered by the department, including freshman writing seminars.

To *complete* a major in government, the student must (1) pass three of the four introductory courses; (2) accumulate 24 credits in courses numbered 300 or higher, including one seminar; and (3) complete 12 credits in related fields, again at the 300 level or higher. All courses used to fulfill a government major must be passed with a letter grade. Majors are urged to complete the introductory course requirement early.

Seminars are those courses numbered 400, 490, and 500, plus whatever additional courses the director of undergraduate studies may designate. To be admitted to a seminar, students apply during the course scheduling period held the previous semester. Related fields normally include courses offered by these departments: Anthropology, Economics, History, Psychology, and Sociology. Majors should discuss their selection of related courses with their advisers. When approved by an adviser or by the director of undergraduate studies, courses from still other departments may be used to fulfill this requirement.

Cornell-in-Washington program. Government majors may apply to the Cornell-in-Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

European studies concentration. Government majors may elect to group some of their required and optional courses in the area of European studies, drawing from a wide variety of courses in relevant departments. Students are invited to consult Professors P. Katzenstein, Scheinman, and Tarrow for advice on course selection and foreign study programs.

International relations concentration. See the description under "Special Programs and Interdisciplinary Studies."

Honors. Each fall a small number of seniors enter the honors program. To apply, junior majors submit applications in May. Along with a fuller description of the honors program, application forms are available in 125 McGraw. The three courses comprising the honors sequence (honors courses) are described below.

Introductory Courses

Students registering for introductory courses should register for the lecture only. Sections will be assigned during the first week of class. Introductory courses are also offered during summer session.

111 The Government of the United States

Spring. 3 credits.

B. Ginsberg.
An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

131 Introduction to Comparative Government and Politics

Fall. 3 credits.

M. J. Esman.
A survey of the institutions, processes, and major problems of politics and government in contemporary states. The structures and ideologies of different regimes, the relationships of individuals and groups to the state, the shaping and implementation of public policy, the regulation of political conflict, and the adaptation of political systems to changing conditions. Particular attention is paid to the government and politics in Great Britain, France, the Soviet Union, China, Nigeria, and Mexico.

161 Introduction to Political Theory

Spring. 3 credits.

W. J. Dannhauser.
A survey of the development of Western political theory from Plato to the present. Readings from the works of the major theorists. An examination of the relevance of their ideas to contemporary politics.

181 Introduction to International Relations

Fall. 3 credits.

R. N. Lebow.
An introduction to the basic concepts and practice of international politics.

Freshman Writing Seminars

100 Freshman Seminars Fall, spring or summer. 3 credits. Seminars will be offered in fall, spring, and summer terms. Consult the listings for the Freshman Seminar Program in the section "Special Programs and Interdisciplinary Studies," the supplement issued by the department, and the Freshman Seminar booklet for course descriptions and instructors.

Major Seminars

400 Major Seminars Fall or spring. 4 credits. These seminars, emphasizing important controversies in the discipline, cap the majors' experience. Thus preference in admission is given majors over nonmajors and seniors over juniors. Topics and instructors change each semester. To apply, students should pick up a form in 125 McGraw during the course selection period the semester before the seminar is given.

The following courses are open to sophomores, juniors, and seniors without prerequisites unless otherwise indicated.

American Government and Institutions

Government 111 is recommended.

[306 Sex Discrimination: Law and Social Policy (also Womens' Studies 372 and Sociology 372)

Not offered 1988-89.]

[309 Interpretations of American Politics

Not offered 1988-89.]

[310 Power and Poverty in America

Not offered 1988-89.]

311 Urban Politics

Spring. 4 credits.

M. Shefter.
The interaction between urban problems and the politics of city government has resulted in important public policy issues in the United States. This course provides an introduction to the politics of metropolitan areas; analysis of the central institutions and processes of urban government such as mayors, city councils, elections, and the criminal justice system; and specific public policy problem areas such as race relations, education, housing, law enforcement, and civil disorder.

312 Urban Affairs Laboratory

Fall or spring. 4 credits. Open to both undergraduate and graduate students. Application required to assure balanced enrollment from different colleges and majors. Applications available in 125 or B29 McGraw Hall. Course fee, \$20.

E. W. Kelley.
An interdisciplinary course in urban affairs that emphasizes learning through participation in a complex gaming simulation. Students assume roles of decision makers in a simulated city and test their solutions to environmental, economic, social, and political problems. Issue-related readings and lectures provide complementary theoretical focus.

313 The Nature, Functions, and Limits of Law

Spring. 4 credits.

R. Hillman.
A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules but as a set of varied techniques for resolving conflicts and dealing with social problems. The roles of courts, legislatures, and administrative agencies in the legal process is analyzed, considering also the constitutional limits on their power and practical limits on their effectiveness. Readings consist mainly of judicial and administrative decisions, statutes and rules, and commentaries on the legal process.

[316 The American Presidency

4 credits. Not offered 1988-1989.]

[317 Political Parties and Elections

4 credits. Not offered 1988-89.]

318 The American Congress

Fall. 4 credits.

M. Shefter.
The role of Congress in the American political system. Topics to be discussed: the political setting within which Congress operates, the structure of Congress, the salient features of the legislative process, and recent congressional behavior in a number of policy areas.

[321 Public Policy and Public Revenues

4 credits. Not offered 1988-89.]

[322 Criminal Justice.

4 credits. Not offered 1988-89.]

[323 The "Fourth" Branch

4 credits. Not offered 1988-89.]

327 Civil Liberties in the United States

Spring. 4 credits.

J. Rabkin.

An analysis of contemporary issues in civil liberties and civil rights, with emphasis on Supreme Court decisions. Cases are analyzed in terms of democratic theory and the social and political context in which they arose.

328 Constitutional Politics: The United States Supreme Court Fall. 4 credits.
J. Rabkin.

The course investigates the role of the Supreme Court in American politics and government. It traces the historical development of constitutional doctrine and the institutional role the Court has played in American politics.

[329 Race, Gender, and Politics] 4 credits. Not offered 1988–89.]

[353 Feminism, the State, and Public Policies (also Women's Studies 353)] 4 credits. Not offered 1988–89.]

[403 Cleavages and Conflicts in Contemporary American Politics] 4 credits. Not offered 1988–89.]

[405 Political Economy] 4 credits. Not offered 1988–89.]

[406 Politics of Education] 4 credits. Not offered 1988–89.]

[407 Law, Science, and Public Values] 4 credits. Not offered 1988–89.]

[408 Class, Race, and Interest Groups in U.S. Politics] 4 credits. Not offered 1988–89.]

[411 Political and Economic Power in Cities] 4 credits. Not offered 1988–89.]

[412 Size of the State] 4 credits. Not offered 1988–89.]

414 The Administrative State Spring. 4 credits.
J. Rabkin.

This course will examine the problem of how, or whether, legitimate governmental authority can be distinguished from arbitrary coercion in a modern era of pervasive regulation. It will consider in turn several different theoretical approaches to this problem, as illustrated in the works of modern legal and social theorists, in some landmark cases in the history of American administrative law, and in a representative sampling of modern cases. But the course will also look at several case studies of the regulatory process in today's world, suggesting the difficulties of applying—or putting much reliance on—these accepted approaches in actual practice.

[418 Labor in American Politics] 4 credits. Not offered 1988–89.]

[422 Selected Topics in Public Policy] 4 credits. Not offered 1988–89.]

[423 Labor and the New Deal] 4 credits. Not offered 1988–89.]

[424 Political Change in the United States] 4 credits. Not offered 1988–89.]

[426 Science, Technology, and Public Policy] 4 credits. Not offered 1988–89.]

428 Government and Public Policy: An Introduction to Analysis and Criticism 4 credits. Fall.

T. J. Lowi.
The course concentrates on history and criticism of United States foreign policies and the politics associated with them. Particular attention is given to the origins and character of the regulatory state and the welfare state.

[429 Government and Public Policy: An Introduction to Analysis and Criticism] Spring. 4 credits. Not offered 1988–89.]

Comparative Government

Government 131 is recommended.

326 Eastern Europe Today: Economics, Government, Culture (also Russian Literature 329 and Economics 329) Fall. 4 credits.

M. Rush, G. Gibian, G. Staller.
Introductory interdisciplinary survey of Poland, Hungary, Czechoslovakia, and Yugoslavia since World War II, with emphasis on contemporary developments. The goals of the course are to examine differences among East European countries as well as common elements (for example, variety of backgrounds, political relations with the USSR, domestic situations, and the economies and cultures).

[330 The Soviet Union: Politics, Economics, and Culture] 4 credits. Not offered 1988–89.]

[331 Beyond the Year 2000] 4 credits. Not offered 1988–89.]

332 Politics and Society in France, Italy, and Britain Fall. 4 credits.
V. Wright.

This course concentrates on the contemporary politics and political institutions of three European countries: Britain, France, and Italy. Although much of the course will be devoted to describing the major features of each country, comparisons will be drawn to highlight similarities and contrasts between them. One of the principal purposes of the course will be to analyze the interaction of socioeconomic conflicts, ideology, and political institutions and how that interaction shapes the initiation, formulation, and implementation of public policy in each country.

333 Government and Politics of the Soviet Union Fall. 4 credits.
M. Rush.

The politics of the top leaders, the institutions through which they operate, and the impact of their policies on the Soviet people. Emphasis is also on phases in the development of the Soviet system and on the ways in which the Soviet Union served as the prototype for all subsequent Communist states.

334 Business and Labor in Politics Fall. 4 credits.
T. J. Pempel.

Historically, business and labor have been critical elements in shaping the specific politics of most advanced industrial democracies. Land grants to United States railroad magnates, unionization and class consciousness in continental Europe, the development of social welfare programs, and colonization and imperialism are but a few of the foremost examples. Today such interactions are similarly crucial in such diverse areas as the rise of multinational corporations, immigrant labor, strikes by public-sector employees, racial and class exclusionism in unions, environmental pollution, consumer protection, and electoral financing. The historical and contemporary roles of business and labor in such areas are examined in different industrialized societies.

335 Modern Greek Poetry and Politics (also Comparative Literature 235 and Classics 235) Fall. 4 credits.

G. Holst-Warhaft.
The history of modern Greece has been marked by a series of political crises that have resulted in deep divisions in society. Greek poetry has reflected these crises and divisions, and in this course the poetry of nineteenth- and twentieth-century Greece will be interpreted in its historical and political context. It will concentrate on four periods in which there has been a particularly strong interaction. The continuity of ancient Greek myths in modern Greek poetry will also be explored. Students taking this course as Government 335 for 4 credits must write an additional paper on a political topic.

336 The Ethnic Dimension in Politics Spring. 4 credits.

M. J. Esman.

The origin, expression, and regulation of political competition and conflicts arising from ethnic, linguistic, racial, and religious pluralism. The political problems of communally divided societies are examined from a comparative perspective to determine what patterns of coexistence are possible in ethnically plural societies. Data are shown from several countries, including Canada, Malaysia, South Africa, and Israel as well as the United States.

[338 Society and Politics in Britain and Scandinavia] 4 credits. Not offered 1988–89.]

340 Latin American Politics Fall. 4 credits. Limited to 50 students.

E. Kenworthy.
An introduction to the politics and society of key Latin American nations, combining a conventional overview (readings, examination) with simulations of current crises (research, role-playing).

[341 Society and Politics in Central Europe] 4 credits. Not offered 1988–89.]

342 The Vietnam War: American and Vietnamese Perspectives Spring. 4 credits.

C. White.
The focus of this course is the impact of the Vietnam War on both Vietnamese and American politics and society. From the American perspective it was a project of "democratic nation building" in South Vietnam, but the war caused divisions in the American body politic that threatened to undermine democracy in the United States itself and contributed to the rise of political movements of minority peoples in the United States. The Vietnamese Communist movement saw itself as fighting for independence and national liberation, but postwar poverty and aid dependency has threatened independence, while conflicts with the Khmer Rouge, which claimed the Mekong Delta as part of the ancient Angkor kingdom, and the subsequent Vietnamese occupation of Cambodia point to the limits of national liberation. Readings will include a core of scholarly studies supplemented by literary works and firsthand accounts. There will be supplementary weekly video and film screenings and discussion sections with a wide range of local people who were directly involved in the struggle—Vietnam veterans, antiwar activists, journalists, and Vietnamese refugees.

343 Contemporary European Society and Politics (also History 283) Fall. 4 credits.

J. Weiss, J. Pontusson.
An interdisciplinary and comparative investigation of Western European society, politics, culture, and contemporary history. Topics include the differing experiences of the generations coming of age after World War II, the dynamics of class relations, economic policy, social movements, family and community life, cultural institutions, and modes of cultural criticism.

344 Government and Politics of Southeast Asia Fall. 4 credits.

C. White.
This course will deal with the diverse and changing ideologies, social forces, and political economy of Southeast Asia. The focus will be on the dialectic of external influences and indigenous adaptation or resistance. Sinicized emperors and Indianized god kings have been replaced by Western-influenced political institutions legitimized as rule by or for the people under the banner of "democracy" or "development." But what is Philippine democracy, Vietnamese socialism, or Indonesian democratic military rule? Particular attention will be paid to the social forces—classes, professions, and ethnic groups—and ideologies (e.g., liberation theology, Marxism-Leninism, Maoism, and Islam) that influence the integration, and resistance to integration, of countries in the region into political, military, and economic international systems of dominance.

[345 Contemporary European Society and Politics (also German Literature 285 and History 285)] 4 credits. Not offered 1988–89.]

[346 Politics in Contemporary Japan 4 credits.
Not offered 1988–89.]

347 Chinese Government and Politics Fall.
4 credits.
V. Shue.

An introduction to the main currents in China's domestic politics over the last fifty years. Topics include Maoist philosophy; the Communist party's revolutionary rise to power; peasants, communes, and village politics; ultraleft socialist idealism and mass mobilization; intrabureaucratic politics; the conditions for military and industrial modernization; and the recent turn toward "market socialism." No prerequisites.

348 Politics of Industrial Societies Spring.
4 credits.
J. Pontusson.

This course surveys the policies and politics of advanced industrial states in three areas (1) welfare provision and redistribution, (2) planning and industrial policy, and (3) industrial relations and incomes policy. The United States, Japan, France, Britain, and Sweden will be discussed in some detail.

349 Political Role of the Military Spring. 4 credits.
B. Anderson.

Comparative study of the political consequences of the global spread, since the early nineteenth century, of professionally officered, industrially equipped militaries. Case studies of selected European, Asian, African, and American states will investigate the relationships of these militaries to nationalism, imperialism, technological innovation, and munitions industries, as well as class, ethnic, and religious conflict. Particular attention will be paid to the peculiarities of the modern military's organizational structure in shaping its political roles.

[350 Comparative Revolutions 4 credits. Not offered 1988–89.]

[351 India: Social and Economic Change in a Democratic Polity 4 credits. Not offered 1988–89.]

352 Religion and State in the Contemporary Middle East (also NES 397) Spring. 4 credits.
Staff.

This course will analyze the interaction between religion (primarily Islam) and the state in the Middle East in modern times. Among the particular issues studied will be the historical and cultural background; the ideological, social, and political aspects of the encounter; and the role of Islam and rival ideologies in the Middle East. The course will include a historical survey of the situation, an analysis of the situation in several countries as case studies, and a regional overview.

[354 America in the World Economy 4 credits. Not offered 1988–89.]

[355 Contemporary Revolutions 4 credits. Not offered 1988–89.]

356 Elites and Society: The Political Economy of Power Spring. 4 credits.
N. T. Uphoff.

For students who have an interest in the nature and uses of power in politics. Consideration of how power has been treated by earlier political thinkers and by contemporary social scientists. Propositions will be formulated and critiqued about the distribution and consequences of power in America, in other industrialized societies, and in the Third World, and their implications for the making of public policy. A game simulation, Third World Power Play, is undertaken at the end of the course.

[357 Political Development in Western Europe 4 credits. Not offered 1988–89.]

358 Modern History of the Middle East: Changing Politics, Society, and Ideas (also Near Eastern Studies 294) Fall. 4 credits.

Y. Olmert.

This introductory course is designed to acquaint students with the main political, social, and cultural trends that have shaped the modern and contemporary history of the Middle East. While discussing developments in the region during the nineteenth and twentieth centuries, the lectures will focus on such themes as modernization, nationalism, Islamic response, and Arab politics in the global and regional contexts. The course does not presuppose the knowledge of Middle Eastern languages.

[365 Social Movements and Politics in Industrial Societies 4 credits. Not offered 1988–89.]

[430 The Politics of Productivity: Germany and Japan 4 credits. Not offered 1988–89.]

[431 Theories of the State 4 credits. Not offered 1988–89.]

[432 Labor and Politics 4 credits. Not offered 1988–89.]

[434 State and Economy in Advanced Capitalism 4 credits. Not offered 1988–89.]

[435 Collective Action and Politics in Modern Europe (also History 435) 4 credits. Not offered 1988–89.]

439 Formation of European Nation-States Fall. 4 credits.

J. Pontusson.
Focusing on Britain, France, Germany, and Russia, this course explores the emergence and development of public authority and state administration from the Middle Ages through the industrial revolution. The course emphasizes the relationship of state-building to economic development and social classes, but wars and other geopolitical factors will also be considered.

[446 Comparative Communism 4 credits. Not offered 1988–89.]

[453 The Fabrication of Ancient Greece, 1780–1880 4 credits. Not offered 1988–89.]

[454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also History 454) 4 credits. Not offered 1988–89.]

[457 Comparative Public Law: Legal Controls on Government in Europe and America 4 credits. Not offered 1988–89.]

[459 Politics in Contemporary Europe: The Politics of the Left 4 credits. Not offered 1988–89.]

460 Peasant Politics Spring. 4 credits.
V. B. Shue.

Most of the people of the world are—and throughout recorded history, always have been—peasants. This course is an introduction to the economic conditions, social organization, and cultural life of "the peasantry" and their consequences for the forms and limits of peasant political action. Topics include peasants and states, peasants and markets, peasants and class politics, rural violence, millenarian movements, social revolutions, and the fates of peasants under socialism. Readings and cases drawn from Europe, Asia, and Latin America, past and present.

Political Theory

Government 161 is recommended.

361 Modern Ideologies: Liberalism and Its Critics Fall. 4 credits.

I. Kramnick.
Since the rise of capitalism, one political ideology has been dominant in the Western world—liberalism. However, its hegemony has been questioned by a series of critics: democracy, socialism, anarchism, conservatism, Freudianism, and feminism. This course will study the tensions between liberalism and these critics and speculate on the possible survival or extinction of this venerable and very American ideology.

[362 Directions in Feminist Theory (also Women's Studies 365) 4 credits. Not offered 1988–89.]

[363 Classics in Political Thought 4 credits. Not offered 1988–89.]

[364 Liberty, Equality, and the Social Order 4 credits. Not offered 1988–89.]

[366 Feminism, Sexuality, and the Politics of Identity (also Women's Studies 366) 4 credits. Not offered 1988–89.]

[373 Feminist Political Thought 4 credits. Not offered 1988–89.]

374 Radical Political Theory Spring. 4 credits.
S. Wolin.

An examination of theories that offer a thoroughgoing critique of established political and social orders and of their presuppositions and practices. Writers who will be considered include Rousseau, Mary Shelley, Sade, Marx, Nietzsche, Freud, Lenin, Gramsci, Habermas, and Foucault. Major themes include nature and society, community, work and technology, the idea of revolutionary politics, radicalism and objectivity, the politics of culture, and the disappearance of the subject.

[375 American Political Thought 4 credits. Not offered 1988–89.]

[376 Marx Fall. 4 credits. Not offered 1988–89.]

[379 Freud 4 credits. Not offered 1988–89.]

465 Philosophy of Social Science Spring. 4 credits.

M. Goldfield.
Our investigations in this course will focus on several general questions: Is the scientific study of society (and politics) possible and, if so, in what ways, and, if not, how can one legitimately study it? The first part of the course will examine general philosophers of science, including Hempel, Kuhn, Lakatos, and Miller. The majority of the course will examine issues specific to social science, including historical explanation, functional explanation, rational choice, and theories of interpretation.

[466 The Repressed Feminine in the Writings of Marx (also Women's Studies 466) 4 credits. Not offered 1988–89.]

[467 Current Topics in Political Philosophy (also Women's Studies 467) 4 credits. Not offered 1988–89.]

[468 The Theory and Politics of Liberal Feminism (also Women's Studies 468) 4 credits. Not offered 1988–89.]

International Relations

Government 181 is recommended.

[287 Learning about Learning in International Relations 4 credits. A Common Learning course. Not offered 1988–89.]

381 The Politics of Defense Spending Spring. 4 credits.
J. Reppy.

An analysis of United States military programs and budgets in the post–World War II period. Topics covered will include an overview of the defense budget process, special characteristics of the defense market, behavior of defense firms, and domestic factors shaping the arms race. There will be occasional guest lectures by visitors to the Peace Studies Program.

[382 Integration in the World System 4 credits. Not offered 1988–89.]

[383 Theories of International Relations 4 credits. Not offered 1988–89.]

[384 War and Peace in the Nuclear Age (also Physics 206)] 4 credits. Not offered 1988–89.]

[385 Contemporary American Foreign Policy] 4 credits. Not offered 1988–89.]

[386 Structure and Process in the Global Political Economy] 4 credits. Not offered 1988–89.]

[387 The United States and Asia] 4 credits. Not offered 1988–89.]

[388 War and Society: The Origins of the First World War, 1870–1919 (also History 379)] 4 credits. Not offered 1988–89.]

389 International Law Fall. 4 credits.
L. Scheinman.

Characteristics of international law: its theoretical foundations, principles, processes, and relation to international politics. Emphasis on law-in-action. Attention to both traditional problems (intervention, coercion, and the scope and limits of adjudication) and contemporary trends and processes (arms control, outer space, exploitation of seabed resources, the individual in international law, and cooperative patterns of socioeconomic relations at the global and regional level). Content may vary according to international events.

[390 Principles of Strategy] 4 credits. Not offered 1988–89.]

[391 U.S. National Security Policy] 4 credits. Not offered 1988–89.]

[392 International Relations of the Middle East] 4 credits. Not offered 1988–89.]

[394 The Origins of the Cold War] 4 credits. Not offered 1988–89.]

395 The NATO Alliance—National Security Policies and International Politics Fall. 4 credits.
T. Risse-Kappen.

The course will confront explanatory models to analyze alliance relations with the empirical reality of United States–West European relations. Rather than focus on alliance institutions, the course will emphasize the formulation of national security policies in various West European countries and their interaction with decision-making processes in NATO. The role the alliance plays in United States national security policy will also be examined. Thus the course, which will be taught partly as a lecture and partly as a seminar, will introduce students who already have some basic knowledge of international relations into one specific problem area and provide them with deeper insights into the interaction between domestic politics, foreign policies, and international politics.

[478 Accumulation on a World Scale] 4 credits. Not offered 1988–89.]

479 Dependencia and the State Spring. 4 credits.
S. Jackson.

In this course we will examine closely a sampling of the principal theoretical and empirical works that seek to explain the constraints on and possibilities for state action in dependent societies, focussing particularly on those factors arising directly from the location of countries in the global system, including the role of multinational corporations, the World Bank, and military aid.

[480 Foreign Economic Policies of Advanced Industrial States] 4 credits. Not offered 1988–89.]

481 Foreign Policy of the U.S.S.R. Spring. 4 credits.

M. Rush.
An analysis of Soviet foreign policy, as it developed out of the revolution and accommodated to the prevailing international system, with a focus on the period since 1945. Particular topics include causes and prospects of the cold war, the impact of nuclear weapons on Soviet defense and foreign policy, sources and goals of Soviet

hegemony in East Europe, causes of the dispute with China, and the impact of domestic politics on the formation of foreign policy.

[483 Political and Economic Interdependence] 4 credits. Not offered 1988–89.]

[484 Defense Strategy] 4 credits. Not offered 1988–89.]

[485 International Political Economy] 4 credits. Not offered 1988–89.]

[486 International Security: Soviet Security Policy] 4 credits. Not offered 1988–89.]

[487 Covert Intervention as an Instrument of American Foreign Policy] 4 credits. Not offered 1988–89.]

[488 Comparative Capitalism] 4 credits. Not offered 1988–89.]

489 International Law and Regime Development Spring. 4 credits.

L. Scheinman.
The course examines and analyzes the development, maintenance, and transformation of technological, economic, and security regimes, giving particular emphasis to the role of international law processes and institutions. Monetary, oceanic, and arms control regimes, among others, will be covered.

[491 Superpower Security and Third World Conflicts] 4 credits. Not offered 1988–89.]

Honors Courses

Each April a limited number of junior majors are admitted to the honors program, their work to begin the following fall. Application forms and a full description of the program may be obtained in 125 McGraw Hall.

490 Honors Seminar: Research Methods Fall. 4 credits. Limited to students admitted to the honors program.
Staff.

494 Honors Thesis Clarification and Research Fall. 4 credits. Limited to students who have successfully completed Government 490 or 500 or who are taking 490 concurrently.

Staff.
Each student works individually with a faculty member. The student initiates the tutorial by interesting a faculty member in his or her likely thesis project and by submitting to the director of undergraduate studies a form outlining the general area the thesis will treat and bearing the faculty tutor's signature. This form is due the third week of classes. The tutorial culminates in a ten-to-fifteen-page paper setting forth the central questions to be addressed by the thesis, the state of existing knowledge regarding those questions, and why they matter.

495 Honors Thesis: Research and Writing Spring. 4 credits. Limited to students who have successfully completed Government 494.

Staff.
Students continue the work of the preceding semester, typically with the same faculty tutor. Research on the thesis is completed and writing begun. The tutorial culminates in a thesis of some sixty to eighty pages. The grade for the tutorial is determined by the faculty tutor, while the degree of honors (if any) awarded the thesis is decided by a committee of faculty members established for that purpose.

Supervised Study

Except under very unusual circumstances, supervised study, Government 499, is open only to government majors doing superior work in the major. The application form may be obtained in 125 McGraw Hall and must be approved by the director of undergraduate studies for credit to be granted. There is no limit established for the total number of credits a government major may take in

Government 499 while at Cornell, but he or she may count no more than 4 credits toward fulfillment of the major. Students who want to continue taking the course for more than one semester must select a new theme or subject each semester, and applicants must present a well-defined program of study that cannot be satisfied by taking regular courses. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Permission of the instructor is required.

499 Readings Fall or spring. 1–4 credits.
Staff.

Graduate Seminars

Qualified undergraduates are encouraged to apply for seminars listed with 600 course numbers but may only register with the permission of the instructor. Students may consult the supplement that lists graduate courses, available in the department office.

Field Seminars

601 Scope and Methods of Political Analysis Fall. 4 credits.

S. Jackson.
This seminar offers an overview of the main problem areas and theoretical orientations in the four subfields of contemporary political analysis: political theory, American politics, comparative politics, and international relations. Selected topics, including questions of research design, are treated through a reading of the best contemporary literature. The broad issues of the philosophy of social science or specific techniques of analysis may also be addressed.

[602 Field Seminar in Political Methodology] 4 credits. Not offered 1988–89.]

603 Field Seminar in American Politics Fall. 4 credits.

M. Shefter.
The basic issues and institutions of American government and the various subfields of American politics are introduced. The focus is on substantive information and theoretical analysis and problems of teaching and research.

[604 Field Seminar in Public Policy] 4 credits. Not offered 1988–89.]

605 Field Seminar in Comparative Politics Fall. 4 credits.

T. J. Pempel.
An introduction to selected theoretical problems in the study of comparative politics and to their application in empirical analysis. Basic problems are social class and politics, authority and legitimacy, participation and mobilization, economic development and democracy, authoritarian and totalitarian politics, corporatism and pluralism, and nation building and political integration.

606 Field Seminar in International Relations Fall. 4 credits.

R. N. Lebow.
A general survey of the literature and propositions of the international relations field. Criteria are developed for judging theoretical propositions and are applied to the major findings. Participants will be expected to do extensive reading in the literature as well as research.

607 Field Seminar in Political Thought Spring. 4 credits.

W. J. Dannhauser.
An introduction to political theory through a reading of selected classics in political thought from Plato to Marx.

American Government and Institutions

[616 Theories of Judicial Review] 4 credits. Not offered 1988–89.]

[619 Labor in American Politics] 4 credits. Not offered 1988–89.]

[621 Elections and Public Policy 4 credits. Not offered 1988–89.]

[623 Capitalism, the State, and the Economy 4 credits. Not offered 1988–89.]

624 Political Change in the United States Spring. 4 credits.

M. Shefter.

This seminar analyzes the sources and consequences of major realignments in American politics.

Public Policy

628 Politics of Technical Decisions I (also Sociology 515, City and Regional Planning 541, Management NBA 686, and Biology and Society 415) Fall. 4 credits.

Staff.

Political aspects of decision making in technical areas. Drawing from recent risk disputes, we will examine the origins and characteristics of "technical politics," the role of experts in government, and the problem of expertise in a democratic system.

[629 Politics of Technical Decisions II (also Sociology 516, City and Regional Planning 542, and Management NBA 687) 4 credits. Prerequisite: Government 628 or permission of instructor. Not offered 1988–89.]

Comparative Government

[610 The Cultural Origins of the French Revolution (also Comparative Literature 612 and Romance Studies 612) 4 credits. Not offered 1988–89.]

632 Politics and Society in France, Italy, and Britain Fall. 4 credits.

V. Wright.

This course concentrates on the contemporary politics and political institutions of three European countries: Britain, France, and Italy. Although much of the course will be devoted to describing the major features of each country, comparisons will be drawn to highlight similarities and contrasts between them. One of the principal purposes of the course will be to analyze the interaction of socioeconomic conflicts, ideology, and political institutions and how that interaction shapes the initiation, formulation, and implementation of public policy in each country. Graduate students who take the course will attend class sessions of Government 332 and will meet once a week with the professor as well.

[636 Political Development of the European Welfare State 4 credits. Not offered 1988–89.]

[637 Peasantry, State, and Revolutionary Socialism 4 credits. Not offered 1988–89.]

639 Politics of the Soviet Union Spring. 4 credits.

M. Rush.

A reading seminar on major works dealing with the Soviet political system, with special emphasis on higher politics, recent foreign policy, extended crises of economic growth and political succession.

642 Comparative Ethnic, Racial, and Religious Politics Spring. 4 credits.

M. J. Esman.

A review, analysis, and evaluation of the major theoretical literature on the genesis, expression, and management of political conflict resulting from ethnic, religious, racial, and linguistic pluralism.

644 Socio-Technical Aspects of Irrigation (also Agricultural Engineering 754 and Rural Sociology 754) Spring. 4 credits.

N. Uphoff, M. Walter, R. Barker, and W. Coward.

Examines irrigated agriculture and its relation to agricultural development. Emphasis on social processes within irrigation systems and interactions with the social setting, including political and administrative aspects. Provides an opportunity to examine systematically the institutional and

organizational policy issues associated with the design and operation of systems of irrigated agriculture in developing countries.

[645 Chinese Politics 4 credits. Not offered 1988–89.]

647 Political Anthropology: Southeast Asia Fall. 4 credits.

B. Anderson.

The seminar will explore biography and autobiography as they have emerged in modern Southeast Asia. The focus will be primarily on political, religious, and intellectual leaders. In what styles are lives imagined and narrated? With what implications for the study of modern culture? Students will be required to do a research paper using the Southeast Asian vernacular materials of their choice.

648 Political Economy of Change: Rural Development in the Third World Fall. 4 credits.

N. T. Uphoff.

The seminar analyzes strategies for economic, social, and political change, using an approach that integrates economic, social, and political factors into a common framework dealing with policy choices and political action. Attention focuses particularly on developing local capacities for initiative and implementation with broader participation from rural communities.

649 State Institutions and Social Coalitions Fall. 4 credits.

T. J. Pempel.

This seminar will focus on macrohistorical analysis of states currently considered "advanced industrial democracies." Central to the seminar will be an examination of the formation of different social coalitions and the ways in which these coalitions have been shaped by, and in turn have shaped, political institutions. Thus one concern will be the evolution of different types of states—liberal, fascist, and corporatist. The seminar will also explore broad policy choices and directions that result from such interactions—guns vs. butter, internationalist vs. domestic economics, public vs. private responsibilities, etc. Finally, it will consider ways in which different regimes respond differently to common international stimuli such as war, recession, territorial aggrandizement, and trade.

[651 Agrarian Change in South Asia: Politics, Society, and Culture 4 credits. Not offered 1988–89.]

[652 Political Problems of Southeast Asia 4 credits. Not offered 1988–89.]

[653 The Plural Society Revisited (also Asian Studies 607) 4 credits. Not offered 1988–89.]

[655 Latin American Society and Politics 4 credits. Not offered 1988–89.]

[656 Comparative Institutions and the Welfare State 4 credits. Not offered 1988–89.]

657 Theoretical Perspectives in Political Economy Spring. 4 credits.

J. Pontusson.

This seminar seeks to specify the issues and analytical premises that define "political economy" as a subfield of political science. It explores the major theoretical debates among political scientists involved in political economy as well as the relationship of that literature to Marxist political economy and institutional economics. Though some aspects of dependency theory will be considered, the seminar is primarily concerned with the political economy of advanced capitalism (i.e., the OECD countries).

[658 Indonesia 4 credits. Not offered 1988–89.]

[659 Politics in Postwar Western Europe 4 credits. Not offered 1988–89.]

660 Research Topics on Advanced Industrial Democracies: Social Movements, Collective Protest, and Policy Innovation Spring. 4 credits.

S. Tarrow.

Students will read and carry out case studies on historical or contemporary West European and American protest movements, their programs, and the responses—whether repressive or policy-innovative—of political elites. Theories of collective action and resource mobilization will be studied and used in explicating cases.

692 The Administration of Agricultural and Rural Development Spring. 4 credits.

N. T. Uphoff, E. Oyer.

The political, bureaucratic, economic, and technical environments of administration for agricultural and rural development; the various functions involved in administration (personnel management, planning, budgeting, economic analysis, information systems); several major tasks (research, extension services, and infrastructure development); and specific problems of integrating activities, interfacing with rural populations, and utilizing external assistance. Intended primarily for persons who expect to have some future responsibilities in agricultural or rural development administration and Third World countries.

Political Theory

[665 American Political Thought 4 credits. Not offered 1988–89.]

[666 Modern Political Philosophy: The Political Philosophy of Nietzsche 4 credits. Not offered 1988–89.]

667 Current Approaches to Political Theory Spring. 4 credits.

S. Wolin.

An examination of some of the major approaches in contemporary theory. Among the approaches to be discussed are textualism (Strauss); historical contextualism (Skinner and Dunne); hermeneutics (Gadamer); postmodern (Foucault, Rorty, Connolly); and post-Marxist (Habermas).

[668 Foundations of English Liberation 4 credits. Not offered 1988–89.]

[669 Modern Social Theory I 4 credits. Not offered 1988–89.]

[670 Modern Social Theory II 4 credits. Not offered 1988–89.]

[675 Gramsci and Cultural Politics (also German Studies 685) 4 credits. Not offered 1988–89.]

678 Classics in Political Thought Fall. 4 credits.

W. J. Dannhauser.

Readings of the *Ethics* and *Politics* of Aristotle and Plato's *Republic*.

International Relations

680 International Security Spring. 4 credits.

R. N. Lebow.

The superpowers have possessed nuclear weapons for almost forty years. Even so, there is no consensus about the political utility of these weapons. Some students of strategy argue that nuclear deterrence is the principal reason why World War III has not broken out. Others insist that the competition to acquire ever more sophisticated weapons and, with it, the growing insecurity of both superpowers, is likely to be the primary cause of World War III. Opinion also differs about the diverse causes of strategic competition, the definition and meaning of the nuclear balance, the value of nuclear deterrence as a means of protecting third parties, and the relationship between different force structures, strategies, targeting doctrines, and deterrence. We will take up these and other questions in the course of a review of the history of the nuclear arms race and of the most important theoretical literature written about it.

683 Nuclear Arms Control—Theory and Practice Fall. 4 credits.

T. Risse-Kappen.

The purpose of the seminar is to confront arms control theory with the empirical reality of United States–Soviet negotiations and their outcome in the nuclear age. The first part will consist of an examination of the original arms control approach and the critique it has found over the years. Out of this theoretical debate, conditions and constraints of successful arms control can be formulated. The second part of the seminar will then confront this criteria with several cases of United States–Soviet arms control, e.g., the limited test ban treaty, SALT/ABM, INF, and START. In order to give students some sense for the practical problems of negotiating arms reductions, special sessions of the course will be devoted to the simulation of ongoing United States–Soviet talks in one specific area.

[684 Politics of the Arms Race 4 credits. Not offered 1988–89.]**[685 International Political Economy** 4 credits. Not offered 1988–89.]**[686 International Strategy** 4 credits. Not offered 1988–89.]**[687 International Relations of Asia** 4 credits. Not offered 1988–89.]**Greek**

See Department of Classics.

Hebrew

See Department of Near Eastern Studies.

Hindi-Urdu

See Modern Languages, Literatures, and Linguistics.

History

S. G. Cochran, chairman; G. C. Altschuler, D. A. Baugh, S. Blumin, M. W. Creel, P. R. Dear, T. H. Holloway, C. Holmes, I. V. Hull (graduate faculty representative, 323 McGraw Hall, 255-6747), J. J. John, M. Kammen, S. L. Kaplan, J. V. Koschmann, H. Kragh, D. C. LaCapra, W. F. LaFeber, R. L. Moore, J. M. Najemy, M. B. Norton, C. A. Peterson, W. M. Pintner (director of undergraduate studies, 431 McGraw Hall), R. Polenberg, W. B. Provine, D. Sabeau, T. Shiraishi, J. H. Silbey, F. Somkin, B. Strauss, B. Tierney, D. Usner, J. H. Weiss, L. P. Williams, D. Wyatt.

The popularity of history among Cornell students is due to its usefulness as preparation for graduate, professional, or law school and for any career that requires critical thinking and good writing; the reputation of the faculty for scholarship, teaching, and advising; and most of all, the intrinsic interest of the discipline. A wide variety of introductory and advanced courses is offered. The department is particularly strong in ancient, medieval, and modern European history; in American, Latin American, Chinese, and Southeast Asian history; and in the history of science.

The Major

To complete the history major, a student must fulfill the requirements listed below:

- 1) Complete the prerequisite requirement by taking either Introduction to Western Civilization (History 151–152) or Introduction to Asian Civilizations

(History 190–191) or, alternatively, three courses in European history—one in ancient history; one in medieval, Renaissance, or early modern history; and one in modern history.

- 2) Take history department courses totaling 36 credits (which may include the prerequisite courses) and complete all these courses with a grade of C or better. Of the 36 credits, a minimum of 20 must be taken in courses numbered 250 and above.
- 3) Take a minimum of 8 credits in each of two of the following fields: American, European, Asian, or Latin American history or history of science. Alternatively, a student may elect to take a total of 16 credits in three of these fields. Credits taken to fulfill the prerequisite requirement (see item 1, above) do not count toward this requirement.
- 4) Take at least one course at the advanced (400 or higher) level.
- 5) Take two courses above the elementary level offered by other departments that relate to the student's area of special historical interest.

Prospective majors may want to discuss their projected program with the director of undergraduate studies before formally enrolling with the department.

Honors. History majors with an overall B+ average in all their history courses are eligible to enroll in History 400, Honors Proseminar, which is normally taken in the junior year or, at the latest, in the fall of the senior year. (Honors candidates are strongly encouraged to take another 400-level seminar during their junior year.) Upon successful completion of the proseminar, students may become candidates for the degree of Bachelor of Arts with honors in history by submitting to a prospective faculty adviser a written thesis proposal delineating the general area of inquiry for an honors essay and having the proposal approved by the adviser. The proposal should be submitted as soon as possible after the completion of History 400, normally during the junior year or at the beginning of the senior year.

After acceptance of the proposal by an adviser, honors candidates should normally enroll with their advisers in History 401, Honors Research, during the first term of their senior year. History 401 is a 4-credit course that permits honors candidates to conduct research and to begin writing the honors essay. At the end of the first semester of the senior year, as part of the requirements for History 401, the student will submit to his or her adviser a ten-to-fifteen-page overview of the entire thesis and will undergo an oral examination on the broad field of history that the student researched. The examination will be administered by a committee consisting of the student's adviser and one other department member, who will eventually serve as a reader of the thesis. The committee will then recommend whether the student may proceed to enroll in History 402, Honors Thesis, during the final semester of the senior year. History 402 is a 4-credit course that permits honors candidates to complete the honors essay and to prepare both to defend the essay and to demonstrate their understanding of the general historical interests they have pursued with the major. Students who do not take History 400 in their junior year must submit both the thesis proposal and the prospectus by the end of the fall semester of their senior year in order to be eligible to enroll in History 402 by their final semester.

Honors candidates must complete a minimum of 40 credits in history, 8 of which must be History 400 and 402. The completed thesis will be examined by three readers, including the two faculty members who administered the preliminary oral examination.

The text of the honors essay may not exceed sixty pages except by permission of the chairperson of the honors committee and the student's adviser. Two copies will be due during the third week of April. In May each honors candidate will be given an oral examination administered by the major adviser and one or both of the essay readers. The examination will focus on the specific issues of the essay as well as the broad field of history in which the student has concentrated his or her research (e.g., Periclean Athens, seventeenth-century science, nineteenth-century America).

To qualify for a Bachelor of Arts degree with honors in history, a student must (1) sustain at least a B+ cumulative average in all history courses and (2) earn at least a *cum laude* grade on the honors essay and on the oral examination.

Students considering the honors program should consult the department during the second term of their sophomore year or early in their junior year.

Course Offerings

Freshman writing seminars
Comparative history
History of science
American history
Latin American history
Asian history
Ancient European history
Medieval, Renaissance, and early modern European history
Modern European history
Honors and research courses

Course Numbering System

100-level courses are very general introductory courses (like 151–152, 190–191) and freshman writing seminars.

200–249—level courses are similar to freshman writing seminars, except that there is greater emphasis on subject matter and less on writing.

250–299—level courses have no prerequisites and admit freshmen. They cover a relatively broad geographical area, period of time, or subject.

300–399—level courses may have specified prerequisites or deal with more-specialized subjects than do those numbered 250–299. Admission of freshmen varies from course to course and is indicated in the course descriptions.

400–499 are upper level undergraduate courses.

600–699 and 700–799 are graduate level courses.

Freshman Writing Seminars**[104 Communes and Utopias: Alternative Life-Styles in American History** Not offered 1988–89.

G. C. Altschuler.

This course examines individual and group critiques of American society and experiments with alternative lifestyles. Topics include the Puritans, the Oneida community, the Mormons, Walden, the Ferrer Colony and Modern school, Vedanta monasteries, Walden II, and contemporary communes.]

[106 Democracy and Education: History of Learning in America Fall. 3 credits. Not offered 1988–89.

MWF 11:15. G. C. Altschuler.

A survey of the history of educational thought and institutions from Puritan times to the present, with emphasis on the nineteenth and twentieth centuries. Topics include the family and church as educational institutions, the democratization of education, the emergence of the university, educational testing, and vocational education. John Dewey and progressive education, "alternate education," student radicalism.]

[107 The Family in American History Not offered 1988–89.

M. B. Norton.

An examination of the American family in the context of changing times from the seventeenth century to the present day. Readings include both primary and secondary sources. Students research the past experience of their own families as part of the course.]

[108 Civil Liberties in the United States Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1988–89.

TR 2:30–3:45. R. Polenberg.

Freedom of speech and dissent from Jefferson's time to the present, with emphasis on the twentieth century. Topics include Jefferson and Madison; Lincoln and

martial law; Holmes, Brandeis, and the Supreme Court; the relocation of Japanese Americans; the cold war and McCarthyism; religious cults and "brainwashing"; censorship and obscenity; John Milton, John Stuart Mill, and the critique of libertarianism.]

[112 The North Atlantic Community and the Wider World] Not offered 1988–89.

T. H. Holloway.
The relationship between the attitudes and values of Europeans and the emergence of the global economic and political network since the Age of Discovery. The voyages of exploration, commercial expansion, and the consolidation and dissolution of modern empires are considered. Texts contemporaneous with these periods will be read and discussed to explore ways members of the North Atlantic community have explained and justified their emerging world influence in religious, racial, technological, and cultural terms.]

126 Local History: The Smallest History Fall or spring.

T R 8:40–9:55. C. Kammen.
Local history was called by Samuel Johnson "the smallest history." Today local history is more popular than ever—among amateurs and academic historians. In this seminar students will read a variety of historians and investigate the source materials used by local historians. Students will conduct research in diaries, letters, census returns, and newspaper articles, with a special emphasis on the history of Cornell and Ithaca.

[176 Britain and the Second World War] 3 credits. Prerequisite: permission of instructor. Not offered 1988–89.

T 3:35, R 2:30–4:30. D. A. Baugh.
The aim is to uncover the true facts of Britain's conduct and situation from 1936 to 1946. Emphasis is on the fighting on land, sea, and in the air, but preparedness, economic warfare, diplomacy, and imperial power are considered. Topics include the Battle of Britain, the Battle of the Atlantic, and strategic bombing.]

[192 Japan and the West] Fall. 3 credits. Prerequisite: permission of instructor. Limited to 12 students. Not offered 1988–89.

J. V. Koschmann.]

[205 The Growth of Political Democracy in the United States] Fall. 3 credits. Limited to 14 students. Prerequisite: permission of instructor. Not offered 1988–89.

T 2:30–4:30. J. H. Silbey.
An examination of the democratization of American political life since the American Revolution. Such topics as the expansion of white, Black, and women's suffrage and the changing concepts of participation and leadership in American politics will be explored. A number of books and documents covering the topic will be read and discussed and several short papers written.]

[214 Seminar on American Foreign Policy] Fall. 4 credits. Open to freshmen and sophomores. Limited to 14 students; preference will be given to non-history majors. Prerequisite: permission of instructor. Not offered 1988–89.

T 2:30–4:25. W. LaFeber.]

[219 Freshman Seminar: History of North American Indians] Spring. 3 credits. Limited to 18 students. Not offered 1988–89.

T R 10:10–11:25. D. H. Usner.
This seminar examines major themes in Native American history from colonial times to the present. Discussions will consider the cultural histories of particular tribes as well as the comparative elements of Indian relations with non-Indians.]

[243 China and the West before Imperialism] 3 credits. Open to freshmen and sophomores. Prerequisite: permission of instructor. Not offered 1988–89.

C. A. Peterson.
What accounts for the first great passion for things Chinese in the West in the seventeenth and eighteenth

centuries and then its recession before the waves of imperialism? This seminar explores the question, tracing the China vogue in thought, literature, art, and crafts and making reference to circumstances in the China of the day.]

Comparative History

[208 Anarchism in America and Europe] Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

R. Polenberg.
Topics include Godwin, Bakunin, and Kropotkin; anarchism and socialism; the libertarian tradition; anarchists in the Russian Revolution; Emma Goldman and Alexander Berkman; the red scare and the Sacco-Vanzetti case; the Spanish civil war; and anarchism and education.]

232 The City in History Spring. 4 credits. Limited to 12 students. Prerequisite: permission of instructor.

R 10:10–12:05. S. Blumin.
Reading and discussion of classic interpretations of the rise, role, and character of cities in ancient Greece, medieval Europe, and nineteenth- and twentieth-century Europe and America. Further reading on the history of a particular city of the student's own choice. Several short papers.

274 Foodways: A Social History of Food and Eating Fall. 4 credits.

T R 2:55–4:10. S. L. Kaplan.
An interdisciplinary examination of the validity of the adage "man is what he eats." Among the topics: food and nutrition, food and social structure, the politics of food control, food and modernization, taste making, and food in religion and literature. Cases will be drawn widely across space and time, from Pharaoh's Egypt to the 1980s.

360 Early Warfare, East and West Spring. 4 credits.

M W F 1:25. C. A. Peterson.
A study of the principal modes of warfare found both in the East and the West from ancient times up to the eighteenth century. Tactical evolution and the impact of innovations are stressed, but attention is also paid to the general social background and the role of nonmilitary factors.

380 Social History of Western Technology] Fall. 4 credits. For description see History of Science.

[405 Population and History] 4 credits. Open to sophomores. Not offered 1988–89.

R 2:30–4:30. S. L. Kaplan.
Seminar format. An examination of the impact of the methodology and findings of demography on historical scholarship and the implication of historical research for the study of population. Focus will be on the relation of population to family and social structure, economic growth, political stability, collective mentality, etc. Readings in European and American history from the Black Plague through the Industrial Revolution.]

407 Death in Past Time] 4 credits. Not offered 1988–89.

S. L. Kaplan.
Every culture has felt an urgent need to deal with death to disarm, rationalize, and integrate it by giving it sense. How a culture perceives and propitiates death reveals a great deal about its social and political structure, religious and artistic values, and economic and scientific goals. The nature of death is considered using a wide variety of examples drawn from throughout history.]

409 Seminar on Work in Europe and America] Fall. 4 credits.

W 2:30–4:30. S. L. Kaplan.
A comparative study of the meaning of work in different societies from premodern times to the present. Emphasis on the "representations" of work of the actors themselves who worked, as well as of those who for various critical reasons did not work. The seminar will

examine not only ideology but also the organization, practice, and physical place of work. It will explore theory as well as "cases," and draw on anthropological and sociological as well as historical materials.

416 The History and Economics of Whaling in North America (also Agricultural Economics 454 and Society for the Humanities 413) Spring. 4 credits.

T R 2:30–4:20. D. Usner, J. Conrad.
The whaling industry of nineteenth-century America is a rich source of documents and data describing the people, resources, and technology that contributed to the development of the United States. Social relations, cross-cultural influences, economic motivations, prices, markets, resource dynamics, and technical change will be examined during the rise and fall of this unique American industry.

[451 Lord and Peasant in Europe: A Seminar in Social History] 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

S. L. Kaplan.]

[454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also Government 454)] Spring. 4 credits. Limited to 20 students. Prerequisite: permission of instructor. Not offered 1988–89.

W 2:30–4:30. M. Bernal, J. Najemy.
The basic premise of the seminar is that the concept of "Western civilization" is a problematic one in need of critical analysis. The course will examine the historical evolution of the concept as seen in selected moments of actual and perceptual encounter with other civilizations. It will also inquire into the political uses and abuses of the concept, as well as its discursive, psychological, and anthropological dimensions.]

[476 Documenting the Depression: Film, Literature, and Memory] Not offered 1988–89. For description see Modern European History.]

[621 Social Memory and the Problems of Tradition in American Culture] For description see American History.]

[708 Seminar in the Research on the History of Food] Not offered 1988–89.

S. L. Kaplan.]

History of Science

281–282 Science in Western Civilization] 281, fall; 282, spring. 3 credits each term. History 281 is not a prerequisite to 282.

T R 11:40–12:55. P. R. Dear.
Traces changing perceptions of nature and human knowledge from Greek antiquity to the twentieth century. The present-day dominance of "science" as a symbol of progress and modernity lies rooted in the cultural traditions of Medieval Christian Europe and its selective appropriation of a Greek heritage. This course aims to make comprehensible to both science majors and students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. 281 runs chronologically up to the death of Isaac Newton; 282 covers the eighteenth, nineteenth, and early twentieth centuries.

287 Evolution (also Biological Sciences 207)] Fall. 3 credits.

T R 10:10–11:00. Disc to be arranged. W. Provine.
Evolution is the most central concept in biology. This course examines evolution in historical and cultural context. Aims of the course include understanding of the major issues in the history and current status of evolutionary biology, and exploration of the implications of evolution for culture. Issues range from controversies over mechanisms of evolution in natural populations to the conflict between creationists and evolutionists.

[288 History of Biology (also Biological Sciences 202 and Biology and Society 288)] Spring. 3 credits. Prerequisite: one year of introductory biology. Not offered 1988–89.

TR 10:10–11:25. W. Provine.

An examination of the history of biology, emphasizing the interaction of biology and culture. Original writings of biologists constitute the bulk of reading assignments. This course covers the period from Classical antiquity to the present, but primary emphasis is on twentieth-century biology.]

380 Social History of Western Technology Fall. 4 credits.

TR 10:10–11:25, disc to be arranged. J. H. Weiss. Studies in the interaction between technological changes and social changes in Western Europe and America since the eighteenth century. Readings and lectures will deal both with instances of social transformation that accompanied technological changes and with the role of technology in social thought and cultural expression. Special attention to three periods: Britain during the Industrial Revolution, America in the nineteenth century, and America during the Vietnam War.

[447–448 Seminar in the History of Biology (also Biology and Society 401–402)] 4 credits. Not offered 1988–89.

T 2:30–4:30. W. Provine.]

481 History of Modern Physics (also Physics 481)

Spring. 4 credits. Prerequisite: Physics 315 or equivalent knowledge.

MWF 10:10. H. Kragh.

Aspects of the development of modern physics based on selected cases. Includes reading of primary and secondary sources. The course will deal with internal as well as external perspectives. Knowledge of physics corresponding to Physics 315 is prerequisite.

482 The Origins of Modern Science 1500–1700 Spring. 4 credits.

R 2:30–4:30. P. R. Dear.

A seminar focusing on the changes in the European conception of nature and of human knowledge that created modern science. A new way of perceiving the world, and a new ideology justifying its experimental manipulation, transformed the finite, earth-centered, organic universe of 1500 into the infinite, mechanical universe of Isaac Newton. The course traces these developments above all through the study of primary materials, using the writings of Copernicus, Galileo, Descartes, Newton, and other lesser-known figures to discover how technical and philosophical innovations emerged from the changing worldview of early modern Europe.

680 Seminar in Historiographical Approaches to Science Fall. 4 credits.

R 2:30–4:30. P. R. Dear.

Examines philosophical and sociological dimensions of recent historiography of science.

[681 Seminar in the History of Nineteenth-Century Physical Science] 4 credits. Not offered 1988–89.

L. P. Williams.]

686 Historiography of Science and Technology Spring. 4 credits.

M 2:30–3:30. H. Kragh.

The course offers a discussion of methodological and philosophical problems basic to any historical study of science and technology. The content is as outlined in H. Kragh, *An Introduction to the Historiography of Science*, 1987, which will be used as a textbook together with additional material on history of technology.

[781 Advanced Seminar in the History of Nineteenth-Century Physical Science] Fall and spring. 4 credits each term. Prerequisite: permission of instructor. Not offered 1988–89.

L. P. Williams.]

American History

101–102 Introduction to American History 101, fall; 102, spring. 3 credits each term. 101 is not a prerequisite to 102. Not open to students who have taken History 201–202.

MWF 11:15. G. C. Altschuler.

A survey of United States history designed to introduce students to major themes and interpretations. History 101 traces the origins and evolution of the nation through 1865. Topics include Puritanism, the American Revolution, the Constitution, Jacksonian democracy, and the Civil War. History 102 covers the period from the Civil War to the present. Topics include the Reconstruction, the Gilded Age, the world wars, the 1960s, Vietnam, and Watergate.

[209 Political History of Indians in the United States] 4 credits. Not offered 1988–89; next offered 1989–90.

D. H. Usner.

An investigation of political organization and change among Native American societies. Discussions and assignments examine forms of tribal government, diplomacy, and warfare, as well as political relations with European colonies and the United States. Specific topics include pan-Indian confederacies, Indian policy, struggles over sovereignty, and Indian strategies of autonomy and resistance.]

[210 The Supreme Court and Civil Liberties] Fall. 4 credits. Primarily for sophomores. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 1988–89.

TR 2:55–4:10. R. Polenber.

The development of free speech doctrine from the era of Holmes and Brandeis to the present, with special attention to the controversies over such issues as dissent, libel, and censorship.]

[214 Seminar on American Foreign Policy] Fall. 4 credits. Open to freshmen and sophomores. Limited to 14 students; preference will be given to non-history majors. Prerequisite: permission of instructor. Not offered 1988–89.

T 2:30–4:30. W. LaFeber.]

[227 Historical Perspectives on Modern American Sex Roles (also Women's Studies 227)] Spring. 4 credits. Each section limited to 20 students. Intended primarily for sophomores. Not offered 1988–89.

M. B. Norton.

A reading and discussion course. The class will begin by examining sex roles in the United States in the 1980s, looking at a variety of sources like popular magazines and contemporary commentaries. We will then move backwards in time in an attempt to uncover the roots of current attitudes. The students will help determine which topics the class will investigate in detail.]

255 The American Dream Spring. 4 credits.

MWF 1:25–2:15. F. Somkin.

The culture of the United States is markedly different from that of the rest of the English-speaking world. What makes Americans distinct? Lacking from the beginning the blood-and-soil amalgam of other peoples, America has been primarily a set of promises: the American Dream. The emphasis of the course will be on the ironic contrast between this vision at its most grandiose and present American realities.

256 African-American History, 1945–85. Spring. 4 credits. Open to freshmen with permission.

TR 11:40–12:55. M. W. Creel.

This course focuses on the history, culture, and literature of African-American people during the post-World War II, civil rights, and revolutionary nationalist period. It is an introductory course that examines key issues, themes, and events in a context of contemporary relevance. Emphasis will be on the historical evolution of the modern Black community, Black-white race relations, and the impact of modern economic and political institutions on Black life and thought. Topics include the impact of the Cold War on Black leaders and the Black press, integration and Black nationalism, the relevance of socialism and internationalism, the status of Black women, the African-American literary scene, the emergence of Black liberation theology, and the effects of contemporary Black politicization on the total society.

273 Women in American Society, Past and Present Spring. 4 credits.

MW 10:10; disc, F 10:10 or 12:20. M. B. Norton.

A survey of women's experiences in America from the seventeenth century to the present. Among the topics to be discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.

275 Crime and Punishment: From the Puritans to Mickey Spillane Fall. 4 credits.

MWF 1:25–2:15. F. Somkin.

A historical investigation of how the American literary imagination has dealt with the way of the transgressor in novels, short stories, plays, and movies. Readings on murder, guilt, and retribution on land and sea, from the frontier to the urban jungle.

276–277 Native American History 276, fall; 277, spring. 4 credits each term.

MWF 12:20. D. H. Usner.

A survey of North American Indians from the beginning of European contact to the present. Cultural, political, and economic changes experienced by particular societies will be covered. Emphasis will be given to general themes of Indian-white relations, comparative tribal histories, and the role of Native Americans in the overall history of the United States.

303 African-American Women from Slavery to Freedom Fall. 4 credits.

TR 11:40–12:55. M. W. Creel.

This course thematically explores the history of African-American women from a sociopolitical perspective. Topics include the images and depictions of Black women, how Black women have engaged in political struggle, race progress vs. feminism, the relationship between racism and sexism, and Black women in family life.

[307 The Jewish Immigrant Experience] Fall.

4 credits. Enrollment limited. Prerequisite: permission of instructor. Not offered 1988–89.

R 2–4. F. Somkin.

In the half century after 1880 several million Eastern European Jews entered the United States with profound cultural consequences for themselves, their descendants, and the dominant Anglo-Saxon capitalist society they encountered here. Through a study of selected fiction and nonfiction materials this reading-discussion course will examine what America made of these immigrants and what they made of it.]

[311–312 The Structure of American Political History] 311, fall; 312 spring. 4 credits each term. Not offered 1988–89; next offered 1990–91.

MWF 10:10. J. H. Silbey.

311 examines the course of American politics from 1787 to the Civil War, focusing on the nature of decision making, popular and legislative voting behavior, and the role of interest groups, political parties, and political elites in shaping our political history. 312 examines the course of American politics from 1865 to the present.]

[313 History of American Foreign Policy]

4 credits. Open to freshmen with permission of instructor. Not offered 1988–89.

TRS 11:15 plus optional sec. W. LaFeber.

Examines policy and policymakers from Benjamin Franklin to Woodrow Wilson. Emphasis is placed on domestic events that shaped foreign policy.]

314 History of American Foreign Policy, 1912 to the Present Spring. 4 credits. Open to freshmen with permission of instructor.

MW 11:15 plus disc. D. Little.

Students examine the emergence of the United States as a world power in the twentieth century. The course focuses on the domestic sources of foreign policy and the assumptions of the major policymakers (Wilson through Reagan). Important themes include the American response to a revolutionary world since 1910, the increasingly dominant role of the president in the making of United States foreign policy, and the changing American position in the international economy.

[318 American Constitutional Development]

Spring. 4 credits. Open to freshmen with permission of instructor. Not offered 1988–89.

M W 10:10; disc, F 10:10 or 12:20. M. B. Norton.

A study of the major themes of the constitutional history of the United States. Among the topics to be considered are the drafting of the Constitution, the Marshall and Taney courts, the constitutional crisis caused by slavery and emancipation, the rise of substantive due process, the expansion of civil rights and liberties for women and men in the twentieth century, and the contemporary court.]

[321 The Origins of American Civilization] Spring. 4 credits. Not offered 1988–89; next offered 1989–90.

M W F 1:25. M. Kammen.

The colonial genesis of American culture and society, with emphasis on the emergence of distinctive institutions, attitudes, and social patterns. Topics include race relations, religion, politics, movements of protest, and cultural developments. Open to qualified freshmen.]

[325 Age of the American Revolution, 1763–1815]

Fall. 4 credits. Open to freshmen with permission of instructor.

T R 10:10–11:25. M. B. Norton.

An examination of the process by which the thirteen English colonies became an independent and united nation, with emphasis on political thought and practice, social and economic change, and cultural development. Attention will be paid to the impact of the American Revolution on women, Blacks, and Indians as well as on white males.

[327–328 American Frontier History] 327, fall;

328, spring. 4 credits each term. Not offered 1988–89; next offered 1989–90.

D. H. Usner.

Survey of exploration, settlement, and expansion across North America since the sixteenth century. The first term covers international rivalry over territory, frontier trade systems, Indian-colonial relations, and the early administration of United States territories. Topics in the second term include the evolution of land and Indian policies, life in frontier communities, and political movements and economic change in the American West.]

[330 The United States in the Middle Period,

1815–1850. Fall. 4 credits. Not offered 1988–89; next offered 1989–90.

M W F 10:10. J. H. Silbey.

An analysis of American society from the end of the second war with England to the crisis of 1850, stressing the developing trends of nationalism and sectionalism, the rise and results of Jacksonian democracy, and the internal tensions produced by physical growth and slavery.]

[331 The American Civil War and Reconstruction]

Spring. 4 credits. Not offered 1988–89; next offered 1989–90.

M W F 10:10. J. H. Silbey.

An analysis of the factors leading up to the breakup of the Union, the impact of the war in North and South, and the problems of restoration and reconstruction of the seceded states.]

[332–333 The Urbanization of American Society]

332, fall; 333, spring. 4 credits each term. 332 is not prerequisite to 333.

M W F 11:15. S. Blumin.

America was born in the country and moved to the city. This course examines the profound effects on American society of the growth and multiplication of cities and of the massive transfer of population from rural to urban and suburban milieus. It is also a history of the city itself, from the small, preindustrial ports of the initial European settlements to the industrial metropolises and urban corridors of the present. Fall term, 1600–1860; spring term, 1860–present.

[336–337 American Social History] 336, fall; 337, spring. 4 credits each term. History 336 is not a prerequisite to 337. Not offered 1988–89.

M W F 10:10. S. Blumin.

A history of American society, with emphasis on the transforming effects of such phenomena as industrialization, urbanization, immigration, national expansion, and institutionalization on the social life of anonymous Americans. The first semester will cover the colonial and Jacksonian eras, with emphasis on the latter. The second semester will focus upon the industrial-urban transformation of the late nineteenth and twentieth centuries.]

[340 Recent American History, 1912 to 1945] Fall. 4 credits.

M W 1:25–2:15 plus disc to be arranged. D. Little.

A survey of the United States from the progressive era through World War II. The course emphasizes the emergence of American popular culture, the rise of the imperial presidency, and the growth of government intervention in the economy from Woodrow Wilson to Franklin Roosevelt. Topics include the decline of socialism, the impact of war on American society, and the persistence of racial and ethnic conflict. The course will use several films and novels.

[341 Recent American History, 1945 to the Present]

Spring. 4 credits.

M W 1:25–2:15 plus disc to be arranged. D. Little.

This course examines United States political, social, and cultural history from Hiroshima through the Iran-Contra scandal. Major themes include the growth of an affluent society, the rise of an imperial foreign policy, and the development of the warfare-welfare state. Special emphasis on anticommunism at home and abroad, the impact of the mass media on postwar American culture, and the legacy of the 1960s. The course will use several films and novels.

[344 American Ideas from the Puritans to Darwin]

4 credits. Not offered 1988–89.

M W F 1:25. F. Somkin.]

[345 The Modernization of the American Mind]

Fall. 4 credits.

M W F 11:15; disc to be arranged. R. L. Moore.

American thought and culture from 1890 to the present. Emphasizes the intellectual impact of major political and economic events and the adaptation of social ideas and values to new conditions.

[346 Religion and the Cultural Life of Nineteenth-Century Americans] Spring. 4 credits.

T R 11:40–12:55. R. L. Moore.

An examination of religion as a basic component of popular cultures. The emphasis is not on churches but on how religious attitudes reached beyond formal organizations to shape the ways in which various American ethnic and racial groups organized, understood, and enjoyed their lives.

[411 Undergraduate Seminar in American Political History]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89; next offered 1989–90.

Hours to be arranged. J. H. Silbey.]

[413 The United States and the Middle East since 1945]

Fall. 4 credits. Prerequisite: permission of instructor.

M 4:30–6. D. Little.

This is a seminar examining United States relations with the Middle East since World War II. The course will focus on the Arab-Israeli conflict, the Suez crisis, and the rise of Islamic fundamentalism from Libya to Iran. Major topics include the American response to Arab nationalism, the emergence of America's "special relationship" with Israel, and the ongoing United States quest to retain access to Mideast oil. Each student will be expected to write a research paper, based mainly on primary documents, on a topic of his or her choice.

[414 Motivation of American Foreign Policy] Fall.

4 credits. Prerequisites: History 314 and permission of instructor.

T 2:30–4:15. W. LaFeber.

Topic to be announced.

[415 The United States and Russia, 1780 to 1914]

Fall. 4 credits. Enrollment limited to 16 students.

Primarily for juniors and seniors. Prerequisite: permission of instructor. Not offered 1988–89.

R 2:30–4:15. W. LaFeber.

The course will analyze diplomatic relations between the United States and Russia between 1780 and 1914. Special attention will be given to the causes of the friendship of the early decades and why it changed to animosity. The domestic origins of the foreign policies of both nations will be stressed. Extensive individual research projects will be assigned.]

[418 Undergraduate Seminar in the History of the American South] Spring. 4 credits. Prerequisite:

permission of instructor. Not offered 1988–89.

J. H. Silbey.]

[419 Seminar in American Social History] Fall.

4 credits. Prerequisite: permission of instructor.

R 2:30–4:30. S. Blumin.

Topic for fall 1988: the character of capitalism in nineteenth-century America. An inquiry into the social and cultural dimensions of economic development.

[421 Constitutionalism in American Culture] Fall.

4 credits. Prerequisite: permission of instructor. Not offered 1988–89; next offered 1989–90.

M 2:30–4:30. M. Kammen.

This seminar (for juniors and seniors) will explore various trends, characteristics, episodes, and changes in American constitutionalism from the revolutionary era to the present. Weekly discussions and several essays are required.]

[426 Undergraduate Seminar in Early American History] Spring. 4 credits.

M 1:25–3:20. M. B. Norton.

Topic: women and the family in early America.

[428 Undergraduate Seminar in American Frontier History]

4 credits. Not offered 1988–89.

D. H. Usner.]

[429 Undergraduate Seminar in Indians of Eastern North America] Fall. 4 credits.

T 1:25–3:20. D. H. Usner.

A seminar examining the history of Native Americans in the eastern woodlands from colonial times to the present. The cultural and economic participation of Indians in the evolution of frontier societies will be examined. Major topics include fur-trade networks, political relations, removal, and the persistence of Indian communities in eastern states.

[430 Law and Authority in American Life] Spring.

4 credits. Enrollment limited. Prerequisite: permission of instructor. Not offered 1988–89.

R 2–4. F. Somkin.

A seminar covering (1) an overview of American law from colonial times to the twentieth century, and (2) an examination of selected topics such as legal reasoning, vigilante justice, the present agony of the criminal justice system, and the dissolution of social authority generally.]

[439 Undergraduate Seminar in Reconstruction and the New South] Spring. 4 credits. Prerequisite:

senior standing (in history) or permission of instructor.

T 2:30–4:30. M. W. Creel.

This course focuses on the American South in the nineteenth century as it made the transition from Reconstruction to new forms of social organization and patterns of race relations. Reconstruction will be considered from a sociopolitical perspective, concentrating on the experiences of the freedpeople. The New South emphasis will include topics on labor relations, economic and political changes, new cultural alliances, the rise of agrarianism, and legalization of Jim Crow.

[440 Undergraduate Seminar in Recent American History] Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89; next offered 1989–90.

T R 2:30–3:45. R. Polenber.]

442 Religion and Politics in the United States

Fall. 4 credits. Prerequisite: one year of course work in American history.

T 2:30–4:30. R. L. Moore.

Historical reading on the ways that organized religions have influenced American politics—the attitudes of voters, the behavior of politicians, and the judicial interpretations of the First Amendment. Weekly discussions and a research paper are required.

610 Afro-American Historiography Fall. 4 credits.

T 2:30–4:30. M. W. Creel.

613–[614] Seminar on American Diplomatic History

613, fall; [614, spring]. 4 credits each term. Prerequisite: permission of instructor. [614 not offered 1988–89.]

R 2:30–4:15. W. LaFeber.

615–616 Seminar in American Cultural and Intellectual History

615, fall; 616, spring. 4 credits. For graduate students and highly qualified undergraduates. Prerequisite: permission of instructor.

Fall: R 2–4:30; spring: T 2–4:30. F. Somkin.

An introduction to the basic documents and significant questions. Fall: beginning to 1820; spring: 1820–1890.

[617]–618 Seminar in Recent American Cultural History

[617, fall]; 618, spring. 4 credits each term. [617 not offered 1988–89.]

R. L. Moore.

A reading and research seminar concerned with popular culture in nineteenth-century America (publications, performances, and audiences).

619 Seminar in American Social History Fall.

4 credits.

R 2:30–4:30. S. Blumin.

[620 Seminar in American History Fall. 4 credits.

Not offered 1988–89.

M. Kammen.]

[621 Social Memory and the Problem of Tradition in American Culture Fall. 4 credits.

Intended for graduate students and advanced undergraduates. Prerequisite: permission of instructor. Not offered 1988–89; next offered fall 1989.

M. Kammen.

Every society has traditions and myths concerning its evolution and identity. The focus of this seminar will be to examine the role of tradition and memory in American culture in comparative perspective. There will be contextual readings on nationalism and mythology in general. Comparisons will be made with European and Asian cultures.]

[624 Graduate Seminar in American History Fall.

4 credits. Not offered 1988–89.

D. H. Usner.]

[626–627 Graduate Seminar in the History of American Women

626 fall; 627 spring. 4 credits each term. Not offered 1988–89.

T 2:30–4:30. M. B. Norton.

A reading and research seminar intended primarily for graduate students. Major works in American women's history will be carefully scrutinized, and each student will prepare a lengthy research paper.]

[633 Seminar in Nineteenth-Century American History Fall. 4 credits.

Prerequisite: permission of instructor. Not offered 1988–89.

M 2–4. J. H. Silbey.]

[634 Seminar in Nineteenth-Century American History Spring. 4 credits.

Not offered 1988–89.

J. Silbey.]

710 Colloquium in American History Spring.

4 credits. Required of all first-year American history graduate students.

W 2:30–4:30. R. L. Moore.

Examination of the major themes, epochs, and interpretations of American history.

Latin American History**211 History of Hispanics in the United States**

Fall. 4 credits.

M W F 11:15. F. Masud-Piloto.

A survey of history, politics, and culture of the major Hispanic groups in the United States: Mexicans, Puerto Ricans, Cubans, Dominicans, and Central Americans. The course will trace the history of these groups from the nineteenth century to the present by analyzing their impact on the United States. Major themes include causes for Hispanic migrations, political power of the groups, United States immigration policy, cultural contributions, economic impact of the migrations, and long-term implications for the sending and receiving communities.

295 Colonial Latin America Fall. 4 credits.

M W F 10:10. T. H. Holloway.

Survey of Latin America from the rise of pre-Columbian civilizations through the European conquest, the establishment of the Spanish and Portuguese colonial societies, imperial rivalries in the New World, the background of the independence movements, and the achievement of political independence.

296 Latin America in the Modern Age Spring.

4 credits.

M W F 10:10. T. Holloway.

Survey of the Latin American nations from independence to the present. Major themes include the persistence of neocolonial economic and social institutions, the development of nationalist and populist politics, revolutionary movements of the twentieth century, and United States–Latin American relations.

[347 Agrarian Societies in Latin American History

Not offered 1988–89.

T. H. Holloway.

The development of rural patterns of wealth, status, and power, focusing on the role of country people in the larger society. Topics include disruption of the conquest, evolution from *encomienda* to *hacienda*, rise of plantation agriculture and export enclaves, decline of Indian communities, peasant protest, and land reform and development programs of the recent past.]

348 Contemporary Brazil Fall. 4 credits.

M W F 1:25. T. H. Holloway.

A study of the style of development in economy, policy, and society followed by contemporary Brazil and an analysis of the contradictions that led to the military coup of 1964 and its aftermath. Some comparisons are made with other Latin American countries. Readings in English.

427 Political History of Hispanics in the United States Fall. 4 credits.

W 2:30–4:30. F. Masud-Piloto.

The focus of this seminar will be to examine the current political power of the major Hispanic groups (Mexicans, Cubans, Puerto Ricans, Dominicans, Central Americans) by tracing each group's political activities in the United States from the nineteenth century to the present. In addition, efforts will be made to have Hispanic political leaders address the class.

449 Undergraduate Seminar in Latin American History Spring. 4 credits.

Prerequisite: permission of instructor.

M 2:30–4:25. T. Holloway.

Topic: history of Central America.

[649 Seminar in Latin American History Not

offered 1988–89.

T. H. Holloway.]

Asian History**190 Introduction to Asian Civilizations** Spring.

4 credits.

W F 11:15; disc, M 11:15, 12:20, or 2:30.

C. A. Peterson, D. K. Wyatt.

An introduction to the distinctive cultures of China, India, and Japan that features an intensive examination of selected topics and periods of particular significance in the history of each.

191 Introduction to Asian Civilizations in the Modern Period Fall. 4 credits.

W F 11:15; disc, M 11:15, 1:25, or 2:30.

J. V. Koschman, T. Shiraishi.

The history of Asian civilizations in modern times is introduced, focusing on the relationship between key figures and societies. English translations of autobiographies, novels, short stories, diaries, and other documents written by Asians are used to assess the perspectives, social priorities, and historical significance of intellectual and political leaders.

[243 China and the West before Imperialism

Spring. 3 credits. Open to freshmen and sophomores. Prerequisite: permission of instructor. Not offered 1988–89.

C. A. Peterson]

293 History of China up to Modern Times Fall.

4 credits.

T R 9:05 plus an additional hour, M 11:15 or 1:25.

C. A. Peterson.

A survey of the principal developments in the history of China from the earliest times to the eighteenth century that also undertakes a topical introduction to Chinese culture and civilization, in part by the use of visual materials.

[294 History of China in Modern Times Spring.

4 credits. Not offered 1988–89; next offered 1989–90.

T R 10:10 plus additional hour, R 11:15, 1:25, or 2:30.

S. Cochran.

A survey that concentrates on the rise of the last imperial dynasty in the seventeenth and eighteenth centuries, the upheavals resulting from domestic rebellions and foreign imperialism in the nineteenth century, and the twentieth-century efforts to achieve social mobilization and political unity.]

297 State, Society, and Culture in Japan to 1750

Fall. 4 credits.

T R 1:25 plus disc, F 1:25 or 2:30. J. V. Koschmann.

A survey of Japanese history from its beginnings to the early modern period. Attempts to draw relationships among such factors as political and institutional change, social structure, aesthetic sensibility, literary form, and religious consciousness. Primary texts in translation will be read whenever feasible.

298 State, Society, and Culture in Modern Japan

Spring. 4 credits.

T R 1:25 plus disc, F 1:25 or 2:30. J. V. Koschmann.

A survey of Japan from the mid-eighteenth century to the present, with special attention to changing configurations of institutional structure, knowledge, action, and conceptions of history. Japanese works in translation will be read and discussed in addition to secondary sources.

342 Hiroshima and Nagasaki Summer. 4 credits.

J. V. Koschmann.

The biological, psychological, and social impact and lasting significance of the atomic bombings of Japan during World War II are reconsidered through historical and scientific studies, first-person memoirs, literature, and film. Evaluation of recent historical research on the American decision to use the bombs. Consideration of the relevance of Hiroshima and Nagasaki to the present American defense strategy and the danger of nuclear war.

360 Early Warfare, East and West Spring.

4 credits.

For description see Comparative History.

395 Southeast Asia to the Eighteenth Century

Fall. 4 credits.

T R 11:40–12:30 plus one hour to be arranged.

D. K. Wyatt.

A survey of the earlier history of Southeast Asia, concentrating particularly on regional movements of economic, social, cultural, and political change and using, to the extent possible, readings in primary sources.

396 Southeast Asian History from the Eighteenth Century Spring. 4 credits.

T R 11:15 plus one hour to be arranged. T. Shiraishi.
A survey of the modern history of Southeast Asia with special attention to the formation of modern states (colonial as well as national), changing economic and social structure, and consciousness. Primary texts will be read in translation whenever feasible.

[399 War as Myth and History in Postwar Japan (also Asian Studies 381)] Fall. 4 credits. Not offered 1988–89.

T R 1:25. B. deBary, J. V. Koschmann.
How is the "war story" told in postwar Japan? The course will examine persisting manifestations of the war memory in contemporary Japanese cultural life, with emphasis on ways in which the story of World War II has been retold, reinterpreted, and given new symbolic and factual significance in light of changing historical circumstances. Class discussion will focus on the interpretation of texts, ranging from political thought and history to fiction, film, and poetry.]

[489 Seminar in Tokugawa Thought and Culture] Fall. 4 credits. Prerequisite: History 397 (now 297) or 398 (now 298) or permission of instructor. Not offered 1988–89.

T 2:55–4:10. J. V. Koschmann.
An examination of conceptions of political order and legitimacy in relation to literary, artistic, and religious patterns in Japan from the seventeenth to mid-nineteenth centuries. Problems include Japanese neo-Confucianism, the eruption of new discourses in the eighteenth century, peasant rebellion, urban culture, Western studies and, in the nineteenth century, millenarianism and restorationism.]

492 Undergraduate Seminar in Medieval Chinese History Fall. 4 credits. Prerequisite: History 393 or 360 or permission of instructor.

Hours to be arranged. C. A. Peterson.
Topic for fall 1988: issues in Oriental military history. Pursuit of distinct military traditions and their mutual influences.

[493 Self and Society in Late Imperial and Twentieth-Century China] Fall. 4 credits.

Prerequisite: History 191 or 394 or permission of instructor. Not offered 1988–89.

R 2:30–4:30. S. Cochran.
Conceptions of self and relations between the individual and society in China from the seventeenth century to the present.]

[499 Art and Society in Modern China] Spring. 4 credits. Not offered 1988–89.

W 2:30–4:30. S. Cochran, M. Young.
The relation between the visual arts and social change in China from the seventeenth century to the present. The value of art as a reflection of social reality and as an agent for social reform is analyzed on the basis of a variety of visual materials that range from calligraphy, paintings, and porcelains of the seventeenth and eighteenth centuries to woodblock prints, photographs, and films of the nineteenth and twentieth centuries.]

691 Chinese Historiography and Source Materials Spring. 4 credits. Prerequisite: permission of instructor.

C. A. Peterson.

[693–694 Problems in Modern Chinese History] 693, fall; 694, spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

R 2:30–4:30. S. Cochran.]

695 Early Southeast Asia: Graduate Proseminar Fall. 4 credits.

Hours to be arranged. D. K. Wyatt.
Introduction to the history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 395, and they will meet separately as a group to further explore selected topics.

696 Modern Southeast Asia: Graduate Proseminar Spring. 4 credits.

Hours to be arranged. T. Shiraishi.
Introduction to the modern history of Southeast Asia for graduate students. Students will be expected to attend the lectures and complete the readings for History 396, and they will meet separately as a group to further explore selected topics.

[791–792 Seminar in Medieval Chinese History] 791, fall; 792, spring. 4 credits each term. Prerequisite: permission of instructor.

C. A. Peterson.]

[793–794 Seminar in Modern Chinese History] 793, fall; 794, spring. 4 credits each term. Prerequisite: permission of instructor. Not offered 1988–89.

Hours to be arranged. S. Cochran.]

795 Seminar in Modern Southeast Asian History Fall. 4 credits. Prerequisite: History 695.

Hours to be arranged. T. Shiraishi.
Advanced seminar in modern Southeast Asian history.

796 Seminar in Southeast Asian History Spring. 4 credits.

D. K. Wyatt.

[797–798 Seminar in Japanese Thought] [797, fall]; 798, spring. 4 credits each term. [797 not offered 1988–89.]

Hours to be arranged. J. V. Koschmann.

Ancient European History**[265 Ancient Greece from Homer to Alexander the Great]** Fall. 4 credits. Open to freshmen. Not offered 1988–89; next offered 1989–90.

M W 11:15; disc, T 12:20 or 2:30, or W 3:35.
B. Strauss.
A survey of Greece from the earliest times to the end of the Classical period in the late fourth century B.C. The course focuses on the Greek genius: its causes, its greatness, its defects, and its legacy. The Heroic Age, the city-state, ancient democracy, and the intellectual ferment of the Greek Enlightenment are the main topics of study. Readings in translation from Homer, Aristophanes, Sophocles, Herodotus, Thucydides, Plato, Aristotle, and from the evidence of ancient inscriptions, coins, art, and architecture.]

[268 A History of Rome: from Republic to Holy City] Spring. 4 credits. Open to freshmen. Not offered 1988–89; next offered 1989–90.

M W 11:15; disc, T 10:10 or 12:20, or W 3:35.
B. Strauss.
A survey of Rome from the founding of the Republic to the end of the Western Empire. The focus is on the Roman conquest of the Mediterranean world and on the cultural reconquest of Rome by the vanquished. Roman politics, peasant society, Imperialism, and propaganda are the main topics of the first half. The government of the Caesars, society during the Roman peace, and the fertile interaction of Romans, Jews, and Greeks that produced Christianity are the main topics of the second. Readings in translation include Cicero, Polybius, Josephus, Tacitus, Petronius, Plutarch, and Saint Augustine.]

[373 The Greek City from Alexander to Augustus] 4 credits. Not offered 1988–89.

M W 11:15; disc, T 12:20 or 2:30. B. Strauss.
A twofold search for Alexander the conqueror and the man and for the character of the world he created, in which the Greek city was planted as far as Egypt and India. These new cities saw a change from republicanism to monarchy, from community values to individualism, from particularism to ecumenicalism; embraced the new philosophies of Stoicism and Epicureanism; and were the hothouses of a new religion: Christianity. Readings in translation include Arrian, Plutarch, Aristophanes, Menander, Theocritus, Polybius, the Book of Maccabees, Epicurus, and Lucretius.]

[452 The Tragedy of Classical Athens, 462–404 B.C.] Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

M 2:30–4:30. B. Strauss.
The nature of Athenian democracy, society, and culture in the "golden age" of Athens. The course will examine the influence of Athenian political life on the great tragedians of the age and the influence of tragedy on the Athenians' conception of their character and history. Readings from Herodotus, Thucydides, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Plutarch.]

[453 Crisis of the Greek City-State, 415–336 B.C.] Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

M 2:30–4:30. B. Strauss.
The fortunes of the city-state and citizen in an age of uncertainty. The focus is on Athens with some attention paid to the wider Greek world. Topics include the nature of Athenian politics, Athenian society, cultural change, the war between the city-states, crisis as a historical concept, and anthropology and ancient Greece. Readings in translation include Thucydides, Sophocles, Euripides, Aristophanes, Plato, Aristotle, Demosthenes, and Xenophon.]

[455 The Family and Politics in Ancient Greece and Rome] Fall. 4 credits. Prerequisite: History 265, 268, or 461 or permission of instructor. Not offered 1988–89; next offered 1989–90.

M 2:30–4:30. B. Strauss.
If Greece and Rome are the foundation, at least symbolically, of Western civilization, then the family is the foundation of Greece and Rome. We shall consider such topics in the ancient family as parents and children, sibling rivalry, marriage, gender roles, birth control, the family and social crisis, the family and politics, and the family in the early church. Wherever possible, analogies to, comparisons with, and the implications for, the United States in the 1980s will be suggested. Readings include legal and political speeches, comedy, tragedy, philosophy, sermons and religious texts, inscriptions, and modern scholarship.]

[461 The Greco-Roman World in Late Antiquity and Early Byzantine Times, A.D. 306–565] Spring. For description see Medieval, Renaissance, and Early Modern European History.]**Medieval, Renaissance, and Early Modern European History****151 Introduction to Western Civilization** Fall. 4 credits.

T R 11:15–12:05; disc to be arranged. C. Holmes.
A survey of European history covering antiquity to the Reformation. The major political and social developments and the intellectual heritage of the West are both studied. A considerable portion of the reading is drawn from contemporary sources.

152 Introduction to Western Civilization Spring. 4 credits.

For description see Modern European History.

222 Public Life and Literature in Tudor England Fall. 4 credits. Prerequisite: permission of instructor.

M W 9:05. F. G. Marcham.
A study of the chief developments in the political, governmental, and religious life of England in the sixteenth century and weekly discussions of a selection of Tudor prose, poetry, and drama.

257 English History from Anglo-Saxon Times to the Revolution of 1688 Fall. 3 or 4 credits.

M W F 12:20. C. Holmes.
A survey of the government, social organization, and cultural and religious experience of the English, laying particular stress on the unification of the realm, the rise of Parliament, changes in agrarian organization, and the development of urban and commercial classes.

263 The Earlier Middle Ages Spring. 4 credits.
M W F 12:20. J. J. John.

A survey of Medieval civilization from ca. 300 to ca. 1100 dealing with religious, intellectual, political, and economic developments in Western Europe.

264 The High Middle Ages Fall. 4 credits.
T R 10:10–11:25. J. Blythe.

A survey of Medieval civilization from ca. 1100 to ca. 1450 dealing with religious, intellectual, political, and economic developments in Western Europe. Lectures and class discussions.

350 Early Renaissance Europe 4 credits.
M W 10:10 plus disc, F 10:10 or M to be arranged.
J. Najemy.

An exploration of the intellectual, cultural, religious, and political development of Western Europe from the age of Dante, Ockham, and Marsilius through the several stages of Italian humanism from Petrarch to Pico, down to the generation of Machiavelli and Erasmus, with some attention to the economic, social, and demographic crisis of the fourteenth and fifteenth centuries. Readings and topic about evenly divided between Italy and northern Europe.

[361 The Culture of the Early Renaissance (offered as Comparative Literature 361 and History of Art 350 in 1988–89)] Fall. 4 credits.
T R 11:40–12:30; disc to be arranged. C. Lazzaro, E. Morris, and staff.

Renaissance culture is introduced through six major figures: Petrarch, Alberti, Machiavelli, Leonardo, Erasmus, and Rabelais. Each figure will be the focal point for the critical examination of problematic issues in the areas of humanism, religious and political thought, literature, art, and architecture. In the discussion sections problems of interpretation will be approached through the analysis of primary source readings and works of art.]

[364 Introduction to the Culture of the Later Renaissance (also Comparative Literature 362 and History of Art 351)] Spring. 4 credits. Not offered 1988–89.

T R 11:40–12:30 plus disc, R or F 1:25.

E. G. Dotson, C. Kaske, and staff.

Although History 361 (also Comparative Literature 361 and History of Art 350) is not a prerequisite, this course is a continuation of it in that it is similarly organized and deals with the period immediately succeeding. Members of several departments will lecture on Luther, Michelangelo, Dürer, Montaigne, Edmund Spenser, Bodin, and Cervantes. Close reading of texts, literary and visual. Discussion will include methods of interpretation and historical analysis.]

[365 Medieval Culture, 400–1150] Spring. 4 credits. Prerequisite: History 263 or permission of instructor. Not offered 1988–89.
T R 2:55–4:10. J. J. John.

Intellectual and cultural developments in the age of monasticism, from St. Augustine and St. Benedict to St. Anselm and St. Bernard of Clairvaux.]

366 Medieval Culture, 1100–1300 Spring. 4 credits. Prerequisite: History 264 or permission of instructor.

T R 2:55–4:10. J. J. John.

The origin and development of the universities will be studied as background for a consideration of the scholastic mentality and its influence on the art, literature, philosophy, science, script, and theology of the period. Readings from Abelard, Hugh of St. Victor, Bonaventure, Thomas Aquinas, Dante, and others.

369 The History of Florence in the Time of the Republic, 1250–1530 Spring. 4 credits.

T R 10:10–11:25. J. M. Najemy.

Florentine politics and society from the communal period through the age of Dante, the rise and decline of the guild republic, the age of the civic humanism, and the rise of the Medici to the time of Machiavelli. Economic structures and social classes, corporate politics, family history, and political and historical ideas are considered in the context of the emergence and transformation of Republican government.

[371 History of England under the Tudors and Stuarts] Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

C. Holmes.

An examination of the relation between the intellectual developments of the period and political, social, and religious change. Topics for discussion will include political thought, religious toleration, witchcraft, and the role of women and the family.]

[374 War, Trade, and Empire, 1500–1815] Spring. 4 credits. Not offered 1988–89.

M W 2:30–4. D. A. Baugh.

Maritime enterprise, imperial policy, and naval power in the age of expansion. The rise and decline of the Portuguese and Spanish empires are considered, but the emphasis is on English, French, and Dutch rivalry in the Atlantic and Caribbean.]

[387 Social and Cultural History of Sixteenth-Century Europe] Fall. 4 credits. Not offered 1988–89.

M W 1:25 plus disc. D. Sabeau.

This course examines social processes and perceptions of change during the Reformation era. Topics include social differentiation in the countryside, forms of aristocratic domination, rural and urban attempts at resistance and rebellion, violence, the exercise of state power and its representation, religious and political ideology, popular culture, and the reform of manners.]

[388 Social and Cultural History of Seventeenth-Century Europe] For description, see Modern European History.]

[405 Population and History] Not offered 1988–89. For description see Comparative History.]

409 Seminar on Work in Europe and America For description see Comparative History.

432 The Millennium and the Middle Ages: The End of the World Fall. 4 credits.

R 2:30–4:30. J. Blythe.

A seminar on Medieval millenarianism and apocalyptic spirituality, both orthodox and heretical, from their ancient Jewish and Christian roots to the early Renaissance. The course will concentrate on movements in writings of the high and late Middle Ages that look toward a radical and supernatural transformation of society at the End of Time, and it will make comparisons with some similar ideas of other times and cultures.

[437 Church and State during the Middle Ages] Fall. 4 credits. Not offered 1988–89.

T R 3–4:15. B. Tierney.

Relationships between ecclesiastical and secular authorities and the ways in which these relationships influenced the growth of government in the Middle Ages are considered. Particular attention is given to the growth of Medieval constitutionalism.]

[438 Francis of Assisi and the Franciscans] Fall. 4 credits. Not offered 1988–89.

W 2:30–4:30. B. Tierney. Not offered 1988–89.

A seminar with lectures, class papers, and class discussions. The course will begin with detailed study of the early lives of Francis in translation, then consider the impact of the Franciscans on the medieval church and vice versa.]

[451 Lord and Peasant in Europe: A Seminar in Social History] Not offered 1988–89. For description see Comparative History.]

[461 The Greco-Roman World in Late Antiquity and Early Byzantine Times, A.D. 306–565] Spring. 4 credits. Prerequisite: History 263, 265, or 268 or permission of instructor. Not offered 1988–89.

T 2:30–4:30. B. Strauss.

A seminar in the cultural, socioeconomic, and political history of the period. Topics include the interaction of paganism and Christianity; art form, civic life, and the individual; the family; Julian and Justinian; and the concept of decline and fall.]

[467 Church and State during the Middle Ages] Fall. 4 credits. Not offered 1988–89.

T R 3–4:15. B. Tierney.

Relationships between ecclesiastical and secular authorities and the ways in which these relationships influenced the growth of government in the Middle Ages are considered. Particular attention is given to the growth of Medieval constitutionalism.]

[468 Undergraduate Seminar in Renaissance History] Fall. 4 credits. Not offered 1988–89.
J. Najemy.]

[473 History of Sexuality] Not offered 1988–89. For description, see Modern European History.]

663 Seminar in Renaissance History Spring. 4 credits. Open to qualified undergraduates with permission of instructor.
W 2:30–4:30. J. Najemy.

664–665 Seminar in Latin Paleography 664, fall; 665, spring. 4 credits each term.

Hours to be arranged. J. J. John.

666 Seminar in Medieval History Fall. 4 credits. Hours to be arranged. J. J. John.

[669 Seminar in Medieval History] Spring. 4 credits. Not offered 1988–89.
T 2:30. B. Tierney.]

Modern European History

151 Introduction to Western Civilization Fall. C. Holmes.

For description see Medieval, Renaissance, and Early Modern European History.

152 Introduction to Western Civilization Spring. 4 credits. History 151 is not a prerequisite.

T R 11:15; disc to be arranged.

N. E. Karwan-Cutting.

Surveying European history from the late sixteenth century to the present, this course traces significant political, intellectual, social, economic, and cultural themes and focuses on the development of concepts and approaches that are important for an understanding of modern Western societies. Readings are from original and contemporary sources. The course emphasizes historical controversies with a view to encouraging clear, analytical thinking and writing.

[218 The Russian Military Effort and Foreign Policy] Spring. 4 credits. Not offered 1988–89.

W 2:30–4:30. W. M. Pintner.

An examination of the interrelation of the Imperial Russian military effort and Russian foreign policy. Examples will be taken from various periods ranging from the early Muscovite period to the First World War.]

226 Public Life and Literature in Twentieth-Century Great Britain Spring. 4 credits.

Prerequisite: permission of instructor.

T R 9:05. F. G. Marcham.

A study of British political, social, and constitutional history is paralleled by the reading of plays. Both history and literature are considered. The development of parliamentary democracy in Great Britain, the consequences for her of the two world wars, the emergence of the welfare state, the application to the economy of nationalization, and Great Britain's withdrawal from imperialism are presented. Among the writers read and discussed are Shaw, Maugham, O'Casey, Sherriff, and Osborne.

252 Russian History to 1800 Fall. 4 credits.

T R 10:10–11:25. W. M. Pintner.

The origin and development of the fundamental social, political, economic, and cultural institutions that have determined the nature of contemporary Soviet society.

253 Russian History since 1800 Spring. 4 credits.

R 10:10–11:25. W. M. Pintner.

Nineteenth- and twentieth-century Russia, with emphasis on the major social, political, and economic changes that have transformed Russia since the mid-nineteenth century.

258 English History from the Revolution of 1688 to the Present Spring. 4 credits.

TR 1:25–2:40. D. A. Baugh.

An introductory course encompassing political, social, economic, imperial, and constitutional developments. Major themes are the significance of 1688, eighteenth-century society and politics, the rise and decline of liberalism, the Irish Question, the impact of the two world wars, and the challenges and difficulties of the welfare state.

283 Contemporary European Society and Politics (also Government 343) Fall. 4 credits.

TR 2:55–4:10; disc to be arranged. J. H. Weiss, J. Pontusson.

An interdisciplinary and comparative investigation of Western European society, politics, culture, and contemporary history. Topics include the differing experiences of the generations coming of age after World War II, the dynamics of class relations, economic policy, social movements, family and community life, cultural institutions, and modes of cultural criticism.

[352 The End of the Austro-Hungarian Monarchy, 1848–1919] Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 1988–89.

M W F 9:05; disc, W 10:10 and 2:30. I. V. Hull.

The decline and fall of the multinational empire. Emphasis is on the political and social problems presented to the monarchy both by industrialization and by the increasingly restive subject nationalities (Poles, Czechs, Serbs, Croats). How did the monarchy handle these problems? Why did it fail? Focus is on cultural matters. Readings are drawn from Freud, Schnitzler, Hofmannsthal, Karl Kraus, Joseph Roth, and others.]

353 Nineteenth-Century European Intellectual History Fall. 4 credits.

TR 11:40–12:55. D. LaCapra.

The focus is on social and cultural thought in France, Germany, and England. Topics include reactions to the French Revolution and industrialization; the definition of conservative, liberal, and radical perspectives; and the relation between literature and social thought. Readings include Tocqueville, Mill, Hegel, Marx, Stendhal, Flaubert, Dostoevsky, Nietzsche, and Durkheim.

[354 Twentieth-Century European Intellectual History] Fall. 4 credits. Not offered 1988–89.

TR 11:40–12:55. D. LaCapra.

This course examines significant currents in twentieth-century thought in France, Germany, and England. Topics include the varieties of existentialism, the development of the social sciences, psychology, the modern novel, structuralism, and poststructuralism. Readings include Weber, Freud, Heidegger, Sartre, Camus, Mann, Woolf, Foucault, and Derrida.]

[355 The Old Regime: France in the Seventeenth and Eighteenth Centuries] 4 credits. Not offered 1988–89.

TR 2:55–4:10. S. L. Kaplan.

A systematic examination of the social structure, economic life, political organization, and collective mentalities of a society that eclipsed all others in its time and then, brutally and irreversibly, began to age. France, in European perspective, from the wars of religion through the age of Voltaire.]

[356 The Era of the French Revolution and Napoleon] Spring. 4 credits. Not offered 1988–89.

TR 2:55–4:10. S. L. Kaplan.

A study of the failure of the traditional system, its dismantling and replacement in France, and the international consequences. Focus will be on the meaning of the revolutionary experience, the tension between the desires to destroy and to create, and the implications of the Revolution for the modern world.]

[357 Survey of German History, 1648–1890] Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 1988–89.

M W F 9:05; disc, W 10:10 or 1:25. I. V. Hull.

An examination of the social, political, intellectual, and diplomatic history of the German states from the devastation of the Thirty Years' War, through absolutism,

the bourgeois revolutions of 1848, and the struggle for unification, to the beginning of the modern industrial state.]

358 Survey of German History, 1890 to the Present Spring. 4 credits. Open to freshmen with permission of instructor.

M W F 9:05; disc, W 10:10 or 1:25. I. V. Hull.

The "German problem" is examined. Major topics include tensions caused by rapid industrialization presided over by a preindustrial, political elite; origins of World War I; growth of anti-Semitism; social dislocations of World War I; failure of the socialist revolution of 1918–19; unstable Weimar democracy and the rise of nazism; the Nazi state; World War II; and the two Germanies.

379 War and Society: The Origins of the First World War, 1870–1919 Fall. 4 credits. Open to freshmen with permission of instructor.

M W F 11:15. I. V. Hull, W. M. Pintner, D. Baugh.

The First World War destroyed the European world: its hegemony in international politics, its international balance, its social and economic structures, its intellectual certainties. This course examines the long-term and immediate causes of this cataclysm, with special focus on the relations between the various countries' domestic politics and their foreign policies, the changing balance of power, economic rivalries, imperialism, the growth of extreme nationalism, and the arms race. It ends by considering why the war was so long and destructive and why, afterwards, no one could put the pieces back together again.

380 Social History of Western Technology Fall. For description, see History of Science.**384 Europe in the Twentieth Century** Spring. 4 credits.

TR 10:10–11:25; disc to be arranged. J. H. Weiss.

An investigation of the major developments in European history since 1900. Emphasis on the development of democratic political systems and their alternatives. 383 topics include the reorientation of liberalism and democratic socialism, the transforming effects of war and depression, the dynamics and diplomacy of fascism, the European response to the economic and ideological influence of America and the Soviet Union, and the interaction between politics and social structure. 384 topics include the origins and course of the cold war in Europe, the emergence of welfare states, ethnic and regional movements, the crises of 1968, the end of dictatorship in Spain and the socialist experiment in France, and the politics of the arms race.

[388 Social and Cultural History of Seventeenth-Century Europe] Spring. 4 credits.

M W 1:25 plus disc. D. Sabeau.

An examination of cultural formations in a period of social and political crisis. Topics include the ideology of the patriarchal household, church and state programs of discipline, the reconstruction of the aristocracy, court society, Baroque culture, local and social systems, peasant revolts, gender construction, and representations of the self.]

[405 Population and History] Not offered 1988–89. For description see Comparative History.]**409 Seminar on Work in Europe and America** Fall.

For description see Comparative History.

[435 Collective Action and Politics in Modern Europe (also Government 435)] 4 credits. Not offered 1988–89.

W 2:30–4:25. S. L. Kaplan, S. Tarrow.

An interdisciplinary seminar examining the causes, dynamics, and outcomes of social movements in modern and contemporary Europe. Ranging from the carnivalesque uprisings, bread riots, and tax revolts of early modern Europe to the strikes and revolutions of the nineteenth century, to the student, peace, and women's movements of the present, these movements have deeply marked the development of contemporary state and society. Cases will be drawn mainly from Europe with ventures into America and the non-Western

World. Our ambition is to assess the ways in which popular collective action both shaped and was shaped by the development of the modern state. A senior seminar in modern European studies.]

[450 Seminar in European Imperialism] Spring. 4 credits. Open to upper-level undergraduates.

Prerequisite: permission of instructor. Not offered 1987–88; next offered 1988–89.

M 12:20–2:20. I. V. Hull.

Focuses on the various theories of imperialism with particular reference to the domestic causes, uses, and repercussions of late nineteenth century imperialism in Germany, France, and Great Britain.]

[451 Lord and Peasant in Europe: A Seminar in Social History] Not offered 1988–89.

For description see Comparative History.]

[457 Seminar in European Fascism] Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

M 1:25–3:25. I. V. Hull.

An attempt to define and understand the social, political, and intellectual origins, mechanisms, and goals of European fascist movements of the 1920s and 1930s by detailed study of German national socialism, Italian fascism, and the Action Française.]

459 The Making of the English Ruling Class, 1660–1780 Spring. 4 credits.

M 2:30–4:30. D. A. Baugh.

Perspectives on the landed aristocracy's continuing domination of politics. Topics include the political system, political and social thought, aristocratic life-style, religion, crime and criminal justice, the Old Poor Law, land and commerce, the role of London, and relations with Scotland, Ireland, and America. Readings are drawn from both modern historians and eighteenth-century authors.

[467 Seminar in Modern European Political History] Spring. 4 credits. Not offered 1988–89.

R 2:30–4:30. J. H. Weiss.]

470 Social and Cultural History of Contemporary Europe Spring. 4 credits.

TR 2:55. J. H. Weiss.

Topic: the "other Europe": language, culture, and nation among the minority peoples of Europe. A comparative investigation of the development of the cultural and historical identity of non-dominant European ethnic groups and their relation to the formation and policies of European national states: the Basques, the Welsh, the Catalans, the Bretons, the Occitans, the Gaelic Irish, the Faroese, the Gypsies, the Romansh, and others. The course will combine historical, literary, and sociolinguistic approaches.

471 Russian Social History Spring. 4 credits.

Prerequisite: one semester of Russian history or permission of instructor.

W 12:20–2:20. W. M. Pintner.

A seminar devoted to an examination of the diverse social groups that comprise imperial Russia and Soviet society. Includes systematic comparison with other countries.

[473 History of Sexuality] Fall. 4 credits.

T 2:30–4:30. D. Sabeau.

A seminar devoted to recent historical approaches to the history of sexuality in Europe from late antiquity to the present, looking at issues of politics, power, ideology, perception, representation, and gender.]

474 Topics in Modern European Intellectual History Spring. 4 credits. Prerequisite: permission of instructor.

M 2:30–4:30. D. LaCapra.

Hours to be arranged: one screening session and one disc per week. J. H. Weiss.

Social and intellectual history of Britain and America in the 1930s with special attention to modes of

documentary expression and to subjects lending themselves to treatment by film or oral history: work, popular culture, changes in urban and rural communities, family life, and poverty and unemployment.]

[477 Seminar on the Politics of the Enlightenment] Fall. 4 credits. Not offered 1988–89.

W 2:30–4:30. S. L. Kaplan.
An inquiry into the historical origins of European (especially French) political, social, and economic thought, beginning in the 1680s, at the zenith of Louis XIV's absolutism, and culminating in the French Revolution a century later. Emphasis is on the relation of criticism and theory to actual social, economic, religious, and political conditions. An effort is made to assess the impact of enlightened thought on the eighteenth-century world and to weigh its implications for modern political discourse. Readings in translation from such authors as Bayle, Montesquieu, Voltaire, Rousseau, Diderot, and others, as well as from modern scholarly and polemical literature.]

[478 Seminar in Eighteenth-Century French Social History] Spring. 4 credits. Not offered 1988–89.

W 2:30–4:30. S. L. Kaplan.
An assessment of the work and influence of F. Braudel, with attention to the trajectory of the "Annales" school.]

[480 Twentieth Century Britain] Spring. 4 credits. Not offered 1988–89.

R 2:30–4:30. D. A. Baugh.
Seminar topics include Ireland, the 1930s, the world wars and their impact, the decline of liberalism, the roots of Britain's economic problems, the decline of empire, the condition of the political parties, and the character of English society.]

[483 Seminar in Modern European Social History] Fall. 4 credits. Not offered 1988–89.

J. H. Weiss.]

[655 Seminar in Eighteenth-Century British History] 4 credits. Not offered 1988–89.

D. A. Baugh.]

[656 Seminar in Nineteenth-Century British History] 4 credits. Not offered 1988–89.

D. A. Baugh.]

[671 Seminar in the French Revolution] Not offered 1988–89.

S. L. Kaplan.]

672 Seminar in European Intellectual History Fall. 4 credits.

Hours to be arranged. D. LaCapra.

673 Seminar in European Intellectual History Spring. 4 credits.

Hours to be arranged. D. LaCapra.

674 Graduate Seminar in German History, 1789–1918 Spring. 4 credits.

M 12:20–2:15. I. Hull.

This course explores selected topics in the political, social, and cultural history of Germany from 1770 to 1918. It is designed to introduce graduate students to the history and historiography of modern Germany and to allow those with sufficient preparation to pursue directed research during the semester.

677 Seminar in Russian History Fall or spring. 4 credits each term.

Hours to be arranged. W. M. Pintner.

678 Seminar in Modern European Social History Spring.

Hours to be arranged. J. H. Weiss.

[679 Seminar in European History] Not offered 1988–89.

S. L. Kaplan.]

[682 Seminar in European Social and Cultural History] Spring. 4 credits. Not offered 1988–89.

D. Sabean.

A research seminar devoted to selected topics on the construction of the self in European history.]

Honors and Research Courses

Note: History 301–302 are not regular courses for which students may sign up at will. They are personal arrangements between an instructor and a particular student. Students must first gain the consent of a particular instructor to work with them.

301 Supervised Reading Fall or spring. 2 credits. Open only to upperclass students. Prerequisite: permission of instructor.

302 Supervised Research Fall or spring. 3 or 4 credits. Open only to upperclass students. Prerequisite: permission of instructor.

400 Honors Proseminar Fall or spring. 4 credits. Limited to 15 students. For prospective honors candidates in history. Prerequisite: permission of instructor.

Fall: M 2:30–4:30. D. A. Baugh.
An introduction to the limits and possibilities of historical inquiry. Readings include Carr, Collingwood, Bloch, Demos, Braudel, Gibbon, and Spence. Written assignments consist of a few brief commentaries and a long paper on the work of one historian.

Spring: W 2:30–4:30. J. Najemy.
An examination of major approaches to historical inquiry and analysis. Masterworks of historical writing (traditional as well as recent) will be discussed. There will be one short essay and a longer paper (a study of the work of one major historian). The readings will be drawn from all time periods and diverse cultures.

401 Honors Research Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor.

402 Honors Thesis Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor.

703–704 Supervised Reading 703, fall; 704, spring. 4 credits each term. Limited to graduate students. Prerequisite: permission of instructor.

709 Introduction to the Graduate Study of History Fall. 4 credits. Required of all first-year graduate students.

T 4:15–6:15. I. Hull, M. B. Norton.
The course is designed to introduce entering graduate students to crucial issues and problems in historiography that cut across various areas of specialization.

History of Art

M. W. Young, chairman; L. L. Meixner, director of undergraduate studies; J. E. Bernstock, R. G. Calkins, E. G. Dotson, C. Lazzaro, T. W. Leavitt, S. McTighe, S. J. O'Connor, N. Prendergast, A. Ramage

The visual arts—painting, sculpture, and architecture—are a principal mode of human expression. Art historians investigate works of art to understand them in their artistic, historical, and cultural contexts. Courses offered by the department cover the mainstream of Western art (Classical, Medieval, Renaissance, Baroque, and nineteenth and twentieth century) and non-Western art, including that of East and Southeast Asia. Art history is an integral part of interdisciplinary programs such as the Archaeology Program, the East Asia Program, Medieval Studies, and the Southeast Asia Program.

Course offerings vary in scope from introductory courses designed to acquaint the student with the ways of seeing, discussing, and writing about works of art to advanced seminars that concentrate on more-

specialized topics. The resources of the Herbert F. Johnson Museum of Art frequently serve as the focus for discussion sections and research assignments.

The Major

Students who want to major in the history of art should complete two courses in the Department of History of Art by the end of their sophomore year. These courses are prerequisites for admission to the major but may not be counted toward fulfillment of the major requirements. Prospective majors should apply to the director of undergraduate studies and in their junior and senior years work closely with their advisers to determine a course of study that takes into account the richness and diversity of art history. The program should include at least 30 credits in history of art courses and a minimum of two additional courses in this department or in a related field (such as anthropology, literature, or history) approved by their adviser. Ordinarily the 30 credits in history of art will include the proseminar, History of Art 400, that all majors are expected to take in their junior year and at least two additional seminars selected from courses at the 400 or 500 level. Majors are required to have at least one non-Western art course in their program. Majors are encouraged to take studio courses offered by the Department of Art, but these are considered to be electives and do not fulfill major requirements.

Honors

In order to become a candidate for the degree of Bachelor of Arts with honors in the history of art, a student must have a cumulative average of B+ for all courses taken in the department and a cumulative average of B– in all arts and sciences courses. Admission to the program requires application to the director of undergraduate studies during the second term of the junior year. The application must include a summary of the proposed project, an endorsement by a faculty sponsor, and a copy of the student's transcript. In the senior year the honors candidate will include among the regular requirements History of Art 600 and 601, which entail the preparation of a senior thesis. This program may not be condensed into one semester.

Freshman Writing Seminars

The history of art courses listed below are offered in the freshman writing seminar program and as freshman electives but may not be used to satisfy the distribution requirement.

[101 Purposes of Art] 3 credits. Not offered 1988–89.

E. G. Dotson.]

103 Freshman Writing Seminar in Visual Analysis Fall or spring. 3 credits. Not open to students who have taken History of Art 104.

Staff
The Eiffel Tower, the Mona Lisa, and *The Thinker*—what makes them art? Using slides, campus field trips, and visits to the Johnson Museum of Art, students address this question in both discussions and essays.

104 How to Look at Works of Art Fall or spring. 3 credits. Not open to students who have taken History of Art 103.

N. Prendergast.
What questions should we ask when we look at a painting? Through trips to the Johnson Museum of Art, the viewing of slides, and classroom discussions this seminar introduces students to a number of intellectual tools, such as formal and stylistic analysis, available to viewers who want to understand art. We will also approach works of art through biography, history, and criticism. In the process students will learn to translate their visual experiences into writing.

[105 Traditions in Japanese Art] 3 credits. Not offered 1988–89.]

[106 Art in a Landscape: Traditional Arts in Southeast Asia] 3 credits. Not offered 1988–89.

S. J. O'Connor.]

[112 Pictorial Narrative] 3 credits. Not offered 1988–89.
S. McTighe.]

Courses

220 Introduction to Art History: The Art of the Classical World (also Classics 220) Spring. 3 credits.

MWF 10:10. A. Ramage.
The sculpture, vase painting, and architecture of the ancient Greeks, from the Geometric period through the Hellenistic, and the art of the Romans from the early republic to the late empire.

[221 Introduction to Art History: Minoan-Mycenaean Art and Archaeology (also Classics 221 and Archaeology 221)] 3 credits. Not offered 1988–89.
P. Kuniholm.]

223 Etruscan Art and Archaeology (also Classics 250 and Archaeology 250) Fall. 3 credits.

MWF 12:20. J. Whitehead.
An examination of Etruscan culture for both its uniqueness and its diversity. The first part of the course will trace the history and the art of the Etruscans, beginning with questions of their origins and ending with their assimilation into the Roman state. Developments in artistic style run parallel to those in Greek art and illuminate the unique Etruscan character. The second half will focus on the individual cities and how strongly they differed from one another in their art, customs, practices, and relationship to Rome.

230 Introduction to Art History: Monuments of Medieval Art Spring. 3 credits.

MWF 12:20. R. Calkins.
An introduction to the approaches to art history through a study of selected works of art from the Middle Ages: architecture, sculpture, painting, manuscript illumination, metal work, and ivory.

245 Introduction to Art History: Renaissance and Baroque Art Fall. 3 credits. Not open to students who have taken History of Art 240 or 250.

MW and alternate F 10:10; discs, alternate weeks W 2:30 or 3:35, R 2:30 or 3:35, or F 10:10 or 11:15.
S. McTighe.
An introductory survey of European painting, sculpture, and architecture from the fifteenth through the seventeenth centuries. The lectures will emphasize relations between the production of art and contemporary social and intellectual history. We will study stylistic change in its differing manifestations in southern and northern Europe, the impact of new media such as oil painting and printmaking, and the development of new subjects for representation. We will also focus on the theoretical concerns of artists—their interest in geometry, optics, and the literary poetics that underlay art theory—as well as their practical concerns related to the art market and patronage. Sections will be used for close reading of the assigned texts, as well as for practice in visual analysis. Some of the artists to be studied include Masaccio, Donatello, Michelangelo, Jan van Eyck, Brunelleschi, Caravaggio, Bernini, and Rembrandt.

260 Introduction to Art History: The Modern Era Fall. 3 credits. Not open to students who have taken History of Art 261.

TR 11:40–12:55. J. E. Bernstock.
A discussion of the most important developments in art during the nineteenth and twentieth centuries. The emphasis is on major movements and artists such as Impressionism (Monet), Post-Impressionism (van Gogh, Cézanne), Cubism (Picasso), Fauvism (Matisse), Surrealism (Miro), Abstract Expressionism (Pollock), Pop Art (Warhol), and Psychological Realism (Fischl).

270 Introduction to Art History: Colonial Era to 1945 Spring. 3 credits.

TR 11:40–12:55. L. L. Meixner.
A survey of American art from the colonial era to World War II. Emphasis is on major movements, including the Hudson River School, Luminism, American

Impressionism, Regionalism, and Social Realism. American masters highlighted include John Singleton Copley, Thomas Cole, Thomas Eakins, Mary Cassatt, Winslow Homer, Grant Wood, and Georgia O'Keeffe. Artists and movements are discussed in the context of important sociopolitical events, especially the Civil War, and significant literary trends such as Transcendentalism. Units on American modernism address the impact of the Armory Show and investigate the ways in which attitudes such as isolationism determined the course of early modernism in this country. Conjoining the separate units are lectures presenting broad concerns in American art historical scholarship of the present day.

280 Introduction to Art History: Asian Traditions Fall. 3 credits.

MWF 11:15. S. J. O'Connor.
Designed to introduce students to the varied responses of the Asian artist in different social and geographical contexts. By selective focus and emphasis rather than broad survey, the student will gain some familiarity with the Javanese shadow-puppet theater, high-fired ceramics, Chinese landscape painting, the Buddhist sculpture and painting of Thailand, Indian miniature paintings, and Japanese prints. A number of the class sessions will meet in the Herbert F. Johnson Museum of Art.

[320 The Archaeology of Ancient Greece (also Classics 320)] 4 credits. Not offered 1988–89.
J. Coleman.]

[321 The Archaeology of Cyprus (also Classics 321)] 4 credits. Not offered 1988–89.]

322 Arts of the Roman Empire (also Classics 350) Fall. 4 credits. Prerequisite: History of Art 220 or permission of instructor.

MWF 9:05. A. Ramage.
The visual arts in the service of the first world state. The course starts with the Etruscan and Republican period but concentrates on monuments of the Imperial era in Italy and the provinces until the time of Constantine.

[323 Painting in the Greek and Roman World (also Classics 323)] 4 credits. Not offered 1988–89.]

[324 Architecture in the Greek and Roman World (also Classics 324)] 4 credits. Not offered 1988–89.]

[325 Greek Vase Painting (also Classics 325)] 4 credits. Not offered 1988–89.
A. Ramage.]

[326 Art and Archaeology of Archaic Greece (also Classics 326)] 4 credits. Not offered 1988–89.]

[327 Greek and Roman Coins (also Classics 327)] 4 credits. Not offered 1988–89.
P. Kuniholm.]

328 Greeks and Their Neighbors (also Classics 322) Fall. 4 credits. Prerequisite: Classics 220 or History of Art 220, Classics 221 or History of Art 221, or permission of instructor.
TR 1:25–2:40. J. Coleman.

A study of the archaeological and other evidence for the interaction between Greek civilization and the eastern and western Mediterranean from the thirteenth to the fourth centuries B.C.E. The course will focus on Greek relationships with Phoenicia and the rest of the Levant, Cyprus, Anatolia, and the Etruscans in the post-Bronze Age period.

[329 Greek Sculpture (also Classics 329)] 4 credits. Not offered 1988–89.]

[330 Art in Pompeii: Origins and Echoes (also Classics 330)] 4 credits. Not offered 1988–89.]

[332 Architecture in the Middle Ages (also Architecture 382)] 4 credits. Not offered 1988–89.
R. G. Calkins.]

[333 Early Medieval Art and Architecture] 4 credits. Not offered 1988–89.
R. G. Calkins.]

334 Romanesque Art and Architecture Fall. 4 credits.

MWF 12:20. R. G. Calkins.
The painting, manuscript illumination, sculpture, and architecture of the eleventh and twelfth centuries, primarily in France, England, and Spain. Particular attention will be paid to the art of the Pilgrimage Roads, the manifestation of specific regional styles, the problems of Byzantine influence, the significance of the art of the church treasures, and the factors that brought about the transition to the early Gothic.

[335 Gothic Art] 4 credits. Not offered 1988–89.]

[336 Prelude to the Italian Renaissance] 4 credits. Not offered 1988–89.
R. G. Calkins.]

[337 The Medieval Illuminated Book] 4 credits. Not offered 1988–89.
R. G. Calkins.]

[341 Flemish Painting] 4 credits. Not offered 1988–89.]

[342 Medieval and German Renaissance Art] 4 credits. Not offered 1988–89.
R. G. Calkins.]

[343 Italian Renaissance of the Fifteenth Century] 4 credits. Not offered 1988–89.
C. Lazzaro.]

344 Italian Renaissance of the Sixteenth Century: Leonardo, Michelangelo, and Raphael Spring. 4 credits. Prerequisites: one or more of History of Art 240, 245, 343, 350, or 351, or permission of instructor.
TR 10:10–11:25. C. Lazzaro.

A thorough examination of the works of these three masters and of their cultural and historical environment. Primary emphasis is on their painting, sculpture, and architecture, but the writings of Leonardo and Michelangelo are also considered. Students are expected to discuss reading assignments in class. There will be a prelim and final examination with slides and essays and either two short papers or one long paper.

348 Renaissance Art in Northern Europe Fall. 4 credits. Prerequisites: History of Art 240 or 245 or permission of instructor.

TR 10:10–11:25, plus disc, R 1:25–2:15.
E. G. Dotson.
The principal emphasis will be on sixteenth-century painting, sculpture, and printmaking in the Netherlands, France, and Germany, following a brief introduction to fifteenth-century traditions. The course will be concerned with forms of artistic interaction among regions and between Italy and each of the northern European countries studied; the development of special northern artistic expressions in landscape, portraiture, and mythological and religious painting; and the appearance at the end of the sixteenth century of a dominant international style in Italy and northern Europe. Artists to be considered include Bosch, Dürer, Holbein, and Brueghel.

[350 The Culture of the Early Renaissance (also Romance Studies 361 and Comparative Literature 361)] 4 credits. Not offered 1988–89.
C. Lazzaro and E. Morris.]

[351 The Culture of the Later Renaissance (also Comparative Literature 362 and History 364)] 4 credits. Not offered 1988–89.
E. G. Dotson, C. Kaske.]

[352 Dutch Painting of the Seventeenth Century] 4 credits. Not offered 1988–89.
C. Lazzaro.]

[354 European Painting of the Seventeenth Century] 4 credits. Not offered 1988–89.
S. McTighe.]

355 Painting and Public Life in Seventeenth-Century Northern Europe Spring. 4 credits.

T R 11:40–12:55. S. McTighe.
In lectures and discussions, we will examine a cross section of Dutch and Flemish pictorial art: representations of still life and landscape, history paintings, portraiture, depictions of domestic interiors and public architecture, and images of festivity and lowlife. Our aim will be to define the particular social uses of visual media in Dutch Calvinist culture and Flemish court society. To that end we will consider not just the production of oil paintings but the uses of pictorial media such as emblem books, albums of drawings and prints, and maps. By studying the ways in which artists were organized and functioned in public life, and by comparing the structure of artisanal guilds with the workings of the art market, we will attempt to place the art of Rembrandt, Rubens, Vermeer, Ruysdael, and others in a broader context of visual culture and social practices.

[357 European Art of the Eighteenth Century] 4 credits. Not offered 1988–89.]**[359 Major Masters of the Graphic Arts]** 4 credits. Not offered 1988–89.
C. Lazzaro.]**[360 Nineteenth-Century American Art]** 4 credits. Not offered 1988–89.]**[361 Nineteenth-Century European Art]** 4 credits. Not offered 1988–89.
L. L. Meixner.]**[362 European Art 1900–1940]** 4 credits. Not offered 1988–89.
L. L. Meixner.]**[364 American Art 1900–1940]** 4 credits. Not offered 1988–89.]**[365 Art from 1940 to the Present]** 4 credits. Not offered 1988–89.
J. E. Bernstock.]**371 Architectural History of Washington, D.C.** Fall or spring. Variable credit. Only for students in the Cornell-in-Washington program. Only for non-architects.

P. Scott.
A historical and critical survey of the architecture of Washington. Attention will be given to the periods, styles, architects, and clients—public and private—of the notable buildings and to the urban landscape of the nation's capital. The vocabulary of architectural analysis and criticism will be taught. Field trips required.

[376 Painting and Sculpture in America: 1850–1950] 4 credits. Not offered 1988–89.
T. W. Leavitt.]**[380 Introduction to the Arts of China]** 4 credits. Not offered 1988–89.
M. W. Young.]**[381 Buddhist Art in Asia]** 4 credits. Not offered 1988–89.
S. J. O'Connor.]**383 The Arts of Early China** Fall. 4 credits.
M W 1:25, plus disc to be arranged. M. W. Young.
An introduction to the arts of China intended for students with no previous experience of China or art history. The course will begin with the late Neolithic pottery culture and then examine in detail the arts of the Bronze Age and the Buddhist period, ending with the beginning of painting in the ninth century. The collection of the Herbert F. Johnson Museum of Art will be used in conjunction with the discussion sections.**384 The Arts of Japan** Spring. 4 credits.
M W 10:10; disc to be arranged. Staff.
A general overview of the arts of Japan, intended to introduce the student to the cultural achievements of the Japanese in such areas as architecture, gardens,

painting, and sculpture. Although the course will follow a general chronological pattern, the arts will be approached topically, with special concentration on developments in the postmedieval period. The tea ceremony, ceramics, and the minor arts will receive particular attention through study of the Herbert F. Johnson Museum collection. The course will begin with an examination of Japan's earliest pottery traditions and end with a detailed discussion of the wood-block prints of the nineteenth century. The museum collection will be used for written assignments.

[385 Chinese Painting] 4 credits. Not offered 1988–89.
M. W. Young.]**386 Studies in Indian and Southeast Asian Art** Spring. 4 credits.
M W F 11:15. S. J. O'Connor.

The course will focus on major developments in Indian art: the Indus civilization, early Buddhist painting and sculpture, the Hindu temple, and Rajput miniature painting. Some monuments in Southeast Asia will also be examined with reference to the assimilation and adaptation of Indian traditions in the art of that region.

[388 Architecture and Gardens of Japan] 4 credits. Not offered 1988–89.]**[389 Japanese Painting]** 4 credits. Not offered 1988–89.]**[396 The Arts in Southeast Asia]** 4 credits. Not offered 1988–89.
S. J. O'Connor.]**Seminars**

Courses at the 400 and 500 level are open to upperclass students, majors, and graduate students. All seminars involve the writing and presentation of research papers. Enrollment is limited to 15 students, and permission of the instructor is required. Students may repeat courses that cover a different topic each semester.

400 Proseminar for Art History Majors: The History and Practice of Art History Fall. 4 credits. Enrollment limited; open only to art history majors.

T R 11:40–12:55. S. McTighe.
This seminar, limited to majors in the department, will serve a dual purpose. First, it will provide intensive training in the skills of visual analysis, critical method, and writing. Five short papers will be assigned, each addressing a different type of art historical problem, from connoisseurship and stylistic analysis to research in the social history of art. Second, the course will provide a basic introduction to the historiography of the field and to the major writers and modes of inquiry that have been adopted for the study of the visual arts and architecture. Readings will include selections from Heinrich Wölfflin, Roger Fry, Erwin Panofsky, Walter Benjamin, Laura Mulvey, and Michael Fried.

401 Independent Study Fall or spring. 2–4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.
Hours to be arranged. Staff.
Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.**402 Independent Study** Fall or spring. 2–4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.
Hours to be arranged. Staff.
Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.**[404 Women Artists (also Women's Studies 404)]** 4 credits. Not offered 1988–89.
J. E. Bernstock.]**[406 Introduction to Museums]** 2 credits. Not offered 1988–89.
T. W. Leavitt.]**[407 Seminar on Museum Issues]** 4 credits. Not offered 1988–89.
T. W. Leavitt.]**421 History of Art Criticism** Spring. 4 credits. Prerequisite: permission of instructor.
W 2:30–4:30. S. J. O'Connor.
An introduction to the work of some of those art critics who had a powerful impact on the way their contemporaries perceived, valued, and discussed art. Representative works will be studied with attention both to the critic's central aesthetic concerns and to characteristic qualities of argument and expression. Among the critics to be considered will be Fromentin, Reynolds, Ruskin, Pater, Baudelaire, Fry, Bell, and Greenberg.**423 Ceramics (also Classics 423 and Archaeology 423)** Fall. 4 credits. Prerequisite: permission of instructor.

T 2:30–4:30. A. Ramage.
Greek and Roman pottery specimens from several Near Eastern and Mediterranean sites will be studied to provide direct experience in one of the basic prerequisites of archaeological excavation—the identification and dating of pottery types. A report delivered in class will concern ancient ceramic materials or particular types and periods. Practical experience in making and decorating pottery will be encouraged.

[427 Seminar on Roman Art] 4 credits. Not offered 1988–89.
A. Ramage.]**[431 Greek Sculpture (also Classics 431)]** 4 credits. Not offered 1988–89.
A. Ramage.]**[432 Sardis and the Cities of Asia Minor (also Classics 432)]** 4 credits. Not offered 1988–89.
A. Ramage, P. Kuniholm.]**434 The Rise of Classical Greece (also Classics 434)** Spring. 4 credits. Prerequisite: Classics 220 or History of Art 220, Classics 221 or History of Art 221, or permission of instructor.
T R 2:55–4:25. P. Kuniholm.
The art and archaeology of the Greek dark ages. Topics include site reports, pottery, metalworking, the introduction of the alphabet, the beginnings of coinage, and links with Anatolia and the Near East.**[441 Studies in Flemish Art]** 4 credits. Not offered 1988–89.]**[447 The Artist's Self-Image in the Renaissance and Baroque]** 4 credits. Not offered 1988–89.
C. Lazzaro.]**[449 Studies in Italian Renaissance Art]** 4 credits. Not offered 1988–89.
C. Lazzaro.]**[451 Prints of the Fifteenth through the Seventeenth Century]** 4 credits. Not offered 1988–89.
C. Lazzaro.]**456 The Social History of Art: Images of Labor and Problems in the Tradition of European Genre Painting, ca. 1550–1880** Spring. 4 credits. Prerequisite: permission of instructor.
R 2:30–4:30. S. McTighe.
Genre painting, defined in the nineteenth century as "the painting of everyday life," is at the heart of the development of European oil painting from the sixteenth century through early twentieth-century modernism. But the modern understanding of genre has proved to be ill founded on a notion of simple realism in the depiction of daily acts of labor and domesticity. Recent iconographic studies have tried to make genre scenes "readable" by treating them as symbolic icons rather than realist images. But this approach has left untouched the problem of genre's relation to the lived experience of its producers and its audience. The approach of this seminar will be first to study the

subjects that constitute the category of genre painting at given moments in the tradition and to examine the ways in which these subjects either coincide with or deviate from known social practices. We will also consider the patterns of social behavior and attitudes toward labor that influenced the standing of genre painting and its market, placing these in relation to the fluctuating place of genre in the academic hierarchy of subject matter. Common readings in the seminar will focus first on the origin of genre painting in the peasant and market scenes of Flanders and north Italy (Aertsen, Beuckelaer, Annibale Carracci, Caravaggio), the development of images of peasant festivity and tavern scenes in the seventeenth century (Hals, Rubens, the Le Nain brothers), the growth of domestic genre in the eighteenth century (Chardin and Greuze), and the closing of the tradition in mid-nineteenth century Realism and Impressionism (Courbet, Millet, Manet). Individual projects will be designed to train students in conducting primary research in the social history of art. Reading knowledge of French or one other European language is highly desirable.

457 William Hogarth Spring, 4 credits.

Prerequisite: permission of instructor (history of art, eighteenth-century literature, and eighteenth-century history courses are acceptable.)

W 2:30–4:30. E. G. Dotson.

The seminar will examine Hogarth's art and writings in relation to other aspects of eighteenth-century culture. Topics to be investigated will include Hogarth's place in the history of European printmaking and in European art theory, the literary connections of Hogarth's subject matter and theories of art, his direct and indirect critiques of continental traditions, his involvement in contemporary social issues, and various interpretive strategies for the study of his art. The seminar will make use of the Johnson Museum of Art collection of Hogarth's prints and the university's rare book collection.

459 Caravaggio and Caravaggism in Seventeenth-Century Painting 4 credits. Not offered 1988–89.

S. McTighe.]

462 Barbizon and Impressionist Art in Nineteenth-Century France 4 credits. Not offered 1988–89.

L. L. Meixner.]

463 Studies in Modern Art: The Image of the Self Fall, 4 credits. Prerequisite: permission of instructor. Auditing not permitted.

T 2:30–4:30. J. E. Bernstock.

The study of both figurative and abstract works of art that convey the modern artist's self-image. Emphasis will be placed on an examination of how the artist has expressed the human condition as a projection of his own and how the forms of this expression have changed since 1940.

464 Studies in Modern Art 4 credits. Not offered 1988–89.

J. E. Bernstock.]

476 Seminar in American Art 4 credits. Not offered 1988–89.

T. W. Leavitt.]

477 Impressionism in America and France Fall, 4 credits. Prerequisite: permission of instructor. Auditing not permitted.

M 2:30–4:30. L. L. Meixner.

This seminar presents the works of nineteenth-century American painters who were influenced by the French Impressionist school. Issues to be examined include the careers of individual artists, comparative treatments of French and American colleagues, American criticism of French Impressionism, and the formation of The Ten, a prominent group of Impressionists in Boston. Lectures include treatments of Monet and Degas and the history of Impressionism in France. American artists to be highlighted include Mary Cassatt, Theodore Robinson, Wilard Metcalf, John S. Sargent, and others.

478 Post-Impressionism in France Spring, 4 credits. Prerequisite: permission of instructor.

Auditing will not be permitted.

T 2:30–4:30. L. L. Meixner.

This seminar addresses the lively experimentation that characterized French painting in the final decades of the nineteenth century. Capitalizing on the innovations of the Impressionists, the Post-Impressionists developed further inroads to modernism by the following new routes: a heightened scientific awareness of nature, a keen interest in individual psychology, and a vigorous commitment to the recording of contemporary life. Georges Seurat, Paul Gauguin, Henri de Toulouse-Lautrec, Edgar Degas, Vincent van Gogh, and their contemporaries are examined with respect to their style, literary sources, social milieu, and autobiographies.

481 The Arts in Modern China 4 credits. Not offered 1988–89.

M. W. Young.]

482 Ceramic Art of China and Southeast Asia Fall, 4 credits. Prerequisite: permission of instructor.

W 2:30–4:30. S. J. O'Connor.

Chinese ceramics were a staple of the traditional trade of Asia for one thousand years. High-fired ceramics were also produced in Thailand and Vietnam to supply the brisk demand in maritime Southeast Asia. The Johnson Museum of Art collection will be studied in the context of trade patterns and trading sites in the South China Sea.

483 Chinese Art of the T'ang Dynasty 4 credits. Not offered 1988–89.

M. W. Young.]

484 Studies in Japanese Art and Architecture 4 credits. Not offered 1988–89.

P. Graham.]

485 The Ceramic Arts of Japan 4 credits. Not offered 1988–89.

P. Graham.]

486 Studies in Chinese Painting 4 credits. Not offered 1988–89.

M. W. Young.]

488 Traditional Arts of Southeast Asia 4 credits. Not offered 1988–89.

S. J. O'Connor.]

491 Japanese Prints 4 credits. Not offered 1988–89.

P. Graham.]

520 The Empire in Transition 4 credits. Not offered 1988–89.

A. Ramage.]

531 Problems in Medieval Art and Architecture Fall, 4 credits. Prerequisite: permission of instructor.

M 2:30–4:30. R. G. Calkins.

Topic for fall 1988: the archaeology of the book.

540 Seminar in Renaissance Art Spring, 4 credits. Prerequisite: permission of instructor.

T 2:30–4:30. C. Lazzaro.

Topic for 1989: Italian Renaissance gardens. Advanced majors and graduate students will consider the state of knowledge, source materials, and problems of research on Italian Renaissance gardens. Weekly reading and participation in class discussion are required, and each student will also work on his or her individual research project. Students in related fields are welcome but should consult with the instructor.

550 Seminar in Baroque Art 4 credits. Not offered 1988–89.

S. McTighe.]

564 Problems in Modern Art: Post-1940 American Art 4 credits. Not offered 1988–89.]

580 Problems in Asian Art 4 credits. Not offered 1988–89.

S. J. O'Connor.]

591–592 Supervised Reading 591, fall; 592, spring, 4 credits. May be repeated for credit. Limited to graduate students.

Staff.

594 Methodology Seminar I 4 credits. Not offered 1988–89.]

595 Methodology Seminar II Spring, 4 credits.

M 2:30–4:30. R. G. Calkins.

An examination of various methods of investigation in the history of art and architecture. A requirement for all graduate students.

596 Problems in Art Criticism 4 credits. Not offered 1988–89.

S. J. O'Connor.]

600 Honors Work Fall or spring, 4 credits. Intended for senior art history majors who have been admitted to the honors program.

Hours to be arranged. Staff.

Basic methods of art historical research will be discussed and individual readings assigned, leading to the selection of an appropriate thesis topic.

601 Honors Work Fall or spring, 4 credits.

Prerequisite: History of Art 600.

Hours to be arranged. Staff.

The student, under faculty direction, will prepare a senior thesis.

Related Courses in Other Departments

American Culture and the Portfolio Canon (English 474 and Society for the Humanities 411) Fall, 4 credits.

Indonesian

See Modern Languages, Literatures, and Linguistics.

FALCON Program

J. U. Wolff, 307 Morrill Hall, 255-0733

Italian

See Modern Languages, Literatures, and Linguistics.

Japanese

See Department of Asian Studies, and Modern Languages, Literatures, and Linguistics.

FALCON Program

255-6457; R. Sukle, 412 Morrill Hall, 255-0734; J. Whitman, 308 Morrill Hall, 255-0736.

Javanese

See Modern Languages, Literatures, and Linguistics.

Khmer (Cambodian)

See Modern Languages, Literatures, and Linguistics.

Latin

See Department of Classics.

Linguistics

J. W. Gair, director of undergraduate studies (407 Morrill Hall, 255-5110).

See Modern Languages, Literatures, and Linguistics.

Mathematics

K. Dennis, chairman; I. Bernstein, L. Billera, J. Bramble, K. Brown, L. Brown, S. Chase, M. Cohen, R. Connelly, R. Cruz, R. Dennis, J. Deuschel, R. Durrett, E. Dynkin, C. Earle, R. Farrell, M. Fisher, L. Gross, J. Guckenheimer, A. Hatcher, D. Henderson, P. Holmes, J. Hubbard, J. Hwang, P. Kahn, H. Kesten, C. King, A. Knapp, D. Kozen, S. Lichtenbaum, G. Livesay, J. Marsden, M. Morley (associate chairman and director of undergraduate studies, 216 White Hall, 255-4105), A. Nerode, L. Payne, R. Platek, D. Ramakrishnan, T. Rishel, A. Rosenberg, O. Rothaus, A. Schatz, S. Sen, J. Smillie, R. Shore, B. Speh, F. Spitzer, R. Strichartz, M. Sweedler, K. Vogtmann, L. Wahlbin, J. West, Y. Ye, A. C. Zitronenbaum

Mathematics is the language of modern science; basic training in the discipline is essential for those who want to understand, as well as for those who want to take part in, the important scientific developments of our time. Acquaintance with mathematics is also extremely useful for students in the social sciences and valuable for anyone interested in the full range of human culture and the ways of knowing the universe in which we live.

The Department of Mathematics faculty has strong groups specializing in algebra, number theory, real and complex analysis, Lie groups, topology and geometry, logic, probability and statistics, mathematical physics, and applied mathematics. Related departments at Cornell have specialists in computer science, operations research, linear programming, and game theory, and courses in these topics can be integrated readily into the mathematics major.

The department offers a rich variety of undergraduate courses, and many of its beginning graduate courses are suitable for advanced undergraduates as well. Under some conditions, a student may carry out an independent reading and research project for college credit under the supervision of a faculty member.

Members of the department are available to discuss with students the appropriate course for their levels of ability and interest, and students are urged to avail themselves of this help.

Students who want to take any of the courses numbered 300 or above are invited to confer, before registering, with the instructor concerned. The level of a course is indicated by the first digit of the course number: roughly, 1, 2, indicate underclass courses; 3, 4, upperclass courses; 5, 6, graduate courses. The subject matter of courses is indicated by the second digit: 0, general; 1, 2, analysis; 3, 4, algebra; 5, 6, topology and geometry; 7, probability and statistics; 8, logic; 9, other.

Midterm grades, when required, will be S or U only, except in special circumstances. In all 600-level courses, final grades will be S-U only, with the exception of 690. In courses with numbers below 600, students will receive letter grades, with the exception of non-mathematics majors who have requested an S-U grade.

Advanced Placement

Secondary school students are strongly urged to take one of the two advanced placement examinations of the College Entrance Examination Board in their senior year. Freshmen who have had some calculus but who have not taken an advanced placement examination should take the placement examination in mathematics offered at Cornell just before the beginning of classes in the fall. It is most important that anyone with any knowledge of calculus carefully read "Advanced Placement of Freshmen," p. 12.

The Major

The mathematics major adapts to a number of purposes. It can emphasize the theoretical or the applied. It can be appropriate for professionals and nonprofessionals alike. It can be broad or narrow. Questions concerning the major should be brought to a departmental representative.

For students interested in secondary school teaching there are several programs available, including a five-year B.S./M.A.T. program. These programs are administered jointly by the Departments of Education and Mathematics. For more information, contact Professor D. Henderson (mathematics) or Professor J. Confrey (education).

Prerequisites: The preferred prerequisites are Mathematics 221–222 or 293–294. A unit on infinite series is required. Such a unit is offered in Mathematics 112, 122, and 192. Normally students will be admitted to the major only when they have grades of B– or better in all sophomore-level mathematics courses they have taken. Alternative prerequisites are Mathematics 213, 231, normally with grades of B+ or better.

Requirements

There are five requirements for the major:

- 1) Computer Science 100. Students are urged to take this course before the end of the sophomore year.
- 2) Two courses in algebra. Eligible courses are Mathematics 431 or 433, 432 or 434 or 332, 336.
- 3) Two courses in analysis. Eligible courses are Mathematics 411 or 413, 412 or 414, 421, 422, 423, 418.
- 4) Further high-level mathematical courses. Any one of the following is sufficient:
 - a) three mathematics courses numbered 371 or higher, other than those used to satisfy the previous two requirements. Computer Science 621 and/or 622 may also be used toward satisfying this requirement.
 - b) four Computer Science courses numbered 310 or higher.
 - c) four Operations Research and Industrial Engineering courses numbered 320 to 383 or 431 to 472, but not 350.
- 5) One course dealing with mathematical models. Any one of the following is sufficient:
 - a) Mathematics 305 (not offered every year).
 - b) Physics 208, 213, or 217.
 - c) Computer Science 211, provided no Computer Science course has been used toward satisfying the previous requirement.
 - d) One course other than Physics 112 or 207 from outside mathematics with serious mathematical content and dealing with scientific matters, provided the course has not been used toward satisfying the previous requirement.

Major advisers can alter these requirements upon request of an advisee, provided the intent of the requirements is met.

Sample Major Programs

Below are some suggestions for what the schedule of a student with a mathematics major might look like. Many variations are possible.

For Graduate School in Mathematics

First two years: Mathematics 111–122–221–222, Computer Science 100, Physics 207–208.
Last two years: Mathematics 433–434, 413–414, 453–454; two of 418, 428, 471.

The sophomore courses Mathematics 221–222 are more suitable than 293–294 in this case. A student planning to enter graduate school may get by with 411–412 and 431–432 instead of the honors versions 413–414 and 433–434, but the honors versions are strongly recommended.

For Many Technical Careers

First two years: Mathematics 111–122–221–222 or 191–192–293–294, Computer Science 100–211, Physics 112–213 or 207–208.
Last two years: Mathematics 431–336, 421–422, 428, 471–472.

Two or more semesters of computer science are highly recommended.

For Emphasis on Computer Science

First two years: Mathematics 111–122–221–222, Computer Science 100–211.
Last two years: Mathematics 431–432, 421–422, Computer Science 314, 381, 410, 414, 421.

Requirement 5 is met by Computer Science 381 in this sample program. Students interested in computer science should give consideration to a double major in mathematics and computer science.

For Emphasis on Operations Research

First two years: Mathematics 111–122–221–222 or 191–192–293–294, Computer Science 100–211.
Last two years: Mathematics 431–432, 421–422, 471; Operations Research and Industrial Engineering 320, 321, 361; two of 431, 432, 435; and possibly 462 or 471.

For Prelaw or Premed (first example)

First two years: Mathematics 111–122–221–222, Computer Science 100, Physics 207–208.
Last two years: Mathematics 431–336, 411–421, 381, 471–472.

The sophomore courses Mathematics 221–222 are recommended rather than 293–294 in this sample because they provide better preparation for 411.

For Prelaw or Premed (second example) or Prebusiness

First two years: Mathematics 111–112–213–231, Computer Science 100–211.
Last two years: Mathematics 332–336, two of 411–421–418, and also 381, 403, 451.

A course in statistics is also strongly recommended.

Honors. Honors in mathematics will be awarded on the basis of a high level of performance in departmental courses. Further requirements, if any, will be announced during the year.

Distribution Requirement

The distribution requirement is satisfied in mathematics by any 6 credits, not including more than one course from Mathematics 105, 107, 403. Computer Science 100 may be used for three of these credits. The mathematics distribution requirement is also satisfied by a score of 3 or higher on the CEEB calculus BC examination. Mathematics 109 or ALS 115 (College of Agriculture and Life Sciences) may not be used to satisfy the requirement.

Basic Sequences

Precalculus

Description	Course Numbers
1) Algebra and trigonometry to prepare students for calculus	Mathematics 109* or Agriculture and Life Sciences 5*
2) Algebra, analytic geometry, elements of calculus	Agriculture and Life Sciences 115**

*Mathematics 109 and ALS 5 do not carry credit for graduation.

**Students who want a second semester of mathematics after ALS 115 may take Mathematics 107 or 105 or, if they need more calculus, 111.

Calculus

Description	Mathematics Course Numbers
1) Standard three-semester sequence for students who do not expect to take advanced courses in mathematics	111–112–213

- 2) Usual sequence for prospective mathematics majors and others who expect to take advanced courses in mathematics 111–122–221–222
- 3) Calculus for engineers (also taken by some physical science majors) 191 (or 193)–192–293–294

Mathematics 191 (or 193) may be substituted for 111 in sequences 1 and 2. Mathematics 193 is a variant of 191 for students who have had some calculus in high school but have not received advanced placement. Sequences 2 and 3 are two-year sequences that include some linear algebra.

Students who take sequence 1 may learn some linear algebra by taking Mathematics 231. A student whose performance in 112 is exceptional may switch to sequence 2 and take 221.

Special-Purpose Sequences

Description	Mathematics Course Numbers
1) Finite mathematics and calculus for biology majors	105–106
2) Other possible finite mathematics and calculus sequences	105–111 or 107–111

Students who want to take two semesters of calculus are advised to take the first two semesters of one of the three calculus sequences. It is also possible to follow Mathematics 106 with 112 or 122.

Switching between calculus sequences is often difficult, especially at the 200-level. Students should not attempt such a switch without consulting the associate chairman.

Courses with Overlapping Content

Because the department offers many courses with overlapping content, students must choose their courses carefully to ensure that they will receive credit for each course they take. Listed below are groups of courses with similar content. *Students will receive credit for only one of the courses in each group.*

105 and 107	213 and 294
106, 111, 113, 191, 193	213 and 222
112, 122, and 192	221, 294, and 231
132 and 332	232 and 332
213 and 293	372 and 472

Basic Sequences

105 Finite Mathematics for Biologists (also Theoretical and Applied Mechanics 105) Fall. 3 credits. Prerequisite: three years of high school mathematics, including trigonometry and logarithms.* Lecs, T R 12:20, plus 2 hours to be arranged. Prelims: 7:30 p.m., Sept. 28, Oct. 27, Dec. 1. Mathematical modeling, sets, functions, and graphing (including use of log and semi-log paper). Probability (with some applications to genetics). Matrices, systems of linear equations, and Markov chains. Examples from biology are used.

106 Calculus for Biologists (also Theoretical and Applied Mechanics 106) Spring. 3 credits. Prerequisite: Mathematics 105 or 109 or ALS 115 or permission of instructor. (A strong background in functions is required.) Mathematics 111, rather than 106, is recommended for those planning to take 112.* Lecs, T R 11:15, plus 2 hours to be arranged. Prelims: 7:30 p.m., Feb. 23, Mar. 29, Apr. 28. Introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology are used.

107 Finite Mathematics Summer. 3 credits. Prerequisite: three years of high school mathematics, including at least two years of high school algebra. This

course cannot be used toward fulfillment of the mathematics requirement for biology majors.* Functions, enumeration, permutations and combinations, probability, vectors and matrices, Markov chains.

109 Precalculus Mathematics Summer. 3 transcript credits only; cannot be used toward graduation. M–F 8:30.

This course is designed to prepare students for Mathematics 111. Algebra, trigonometry, logarithms, and exponentials are reviewed.

111 Calculus Fall, spring, or summer. 4 credits. Limited to 22 students a section. Prerequisite: Mathematics 109 or three years of high school mathematics, including trigonometry.* Hours to be arranged. Prelims: fall, 7:30 p.m., Sept. 28, Oct. 27, Dec. 1; spring, 7:30 p.m., Feb. 21, Mar. 28, Apr. 27.

Plane analytic geometry, differentiation and integration of algebraic and trigonometric functions, applications of differentiation, logarithmic and exponential functions.

112 Calculus Fall, spring, or summer. 4 credits. Limited to 22 students a section. Prerequisites: Mathematics 106, 111, or 113 with a grade of C or better. Those who do extremely well in Mathematics 111 or 113 should take 122 instead of 112, unless they plan to continue with 213.* Hours to be arranged. Prelims: fall, 7:30 p.m., Sept. 28, Oct. 27, Dec. 1; spring, 7:30 p.m., Feb. 21, Mar. 28, Apr. 27.

Methods and applications of integration, plane curves and polar coordinates, vectors and solid analytic geometry, introduction to partial derivatives.

[113 Calculus Not offered 1988–89.]

122 Calculus Fall or spring. 4 credits. Prerequisite: performance at a high level in Mathematics 111 or 113 or permission of the department. Students planning to continue with Mathematics 213 are advised to take 112 instead of this course.*

Fall: M W F 10:10 or 11:15; spring: M W F 11:15 or 12:20. Prelims: fall, 7:30 p.m., Sept. 28, Oct. 27, Dec. 1; spring, 7:30 p.m., Feb. 21, Mar. 28, Apr. 27. Differentiation and integration of elementary transcendental functions, the techniques of integration, applications, polar coordinates, infinite series, and complex numbers, as well as an introduction to proving theorems. The approach is more theoretical than in Mathematics 112.

191 Calculus for Engineers Fall. 4 credits. Prerequisite: three years of high school mathematics, including trigonometry. Lecs, M W F 9:05, 10:10, or 11:15, plus 2 hours to be arranged. Prelims: 7:30 p.m., Sept. 28, Oct. 27, Dec. 1. Plane analytic geometry, differential and integral calculus, and applications.

192 Calculus for Engineers Fall, spring, or summer. 4 credits. Prerequisite: Mathematics 191 or 193.* Fall: lecs, M W F 9:05 or 11:15, plus 2 hours to be arranged. Spring: lecs, M W F 9:05 or 11:15, plus 2 hours to be arranged. Prelims: fall, 7:30 p.m., Sept. 28, Oct. 27, Dec. 1; spring, 7:30 p.m., Feb. 21, Mar. 28, Apr. 27. Methods of integration, polar coordinates, vectors and parametric equations, vector functions of one variable, infinite series, complex numbers, introduction to partial derivatives.

213 Calculus Fall, spring, or summer. 4 credits. Prerequisite: Mathematics 112, 122, or 192. Lecs, M W F 10:10, plus 2 hours to be arranged. Prelims: fall, 7:30 p.m., Sept. 28, Oct. 27, Dec. 1; spring, 7:30 p.m., Feb. 23, Mar. 28, May 2. Vectors, vector-valued functions, line integrals. Multivariable calculus, multiple integrals. First- and second-order differential equations with applications. Introduction to numerical methods, series solutions, systems of differential equations, elementary partial differential equations.

221 Linear Algebra and Calculus Fall or spring. 4 credits. Prerequisite: Mathematics 122 with a grade of B or better, or permission of instructor.

Fall: M W F 9:05, 10:10, or 11:15. Spring M W F 10:10 or 11:15. Prelims: fall, 7:30 p.m., Sept. 28, Oct. 27, Dec. 1; spring, 7:30 p.m., Feb. 23, Mar. 28, May 2. Linear algebra and differential equations. Topics include vector algebra, linear transformations, matrices, linear differential equations, as well as an introduction to proving theorems.

222 Calculus Fall or spring. 4 credits. Prerequisite: Mathematics 221.

Fall: M W F 11:15 or 12:20. Spring: M W F 9:05 or 10:10 or 11:15. Prelims: fall, 7:30 p.m., Sept. 28, Oct. 27, Dec. 1; spring, 7:30 p.m., Feb. 23, Mar. 28, May 2.

Vector differential calculus, calculus of functions of several variables, multiple integrals.

293 Engineering Mathematics with

Microcomputers Fall or spring. 4 credits. Prerequisites: Mathematics 192 plus a knowledge of computer programming equivalent to that taught in Engineering Common Courses 105. In exceptional circumstances, Mathematics 192 and 293 may be taken concurrently.*

Fall: lecs, M W 10:10, 11:15, or 12:20, plus one hour to be arranged, plus four three-hour computer labs during the semester. Spring: lecs, M W 10:10 or 12:20, plus one hour to be arranged, plus four three-hour computer labs during the semester. Prelims: fall, 7:30 p.m., Sept. 22, Oct. 31, Nov. 30; spring: 7:30 p.m., Feb. 23, Mar. 28, May 2.

Partial derivatives, multiple integrals, first- and second-order ordinary differential equations with applications in the physical and engineering sciences. Includes microcomputer experiments using computer algebra to solve problems.

294 Engineering Mathematics with

Microcomputers Fall or spring. 4 credits. Prerequisite: Mathematics 293.*

Fall: lecs, M W 10:10 or 12:20, plus one hour to be arranged, plus four three-hour computer labs during the semester. Spring: lecs, 10:10, 11:15, or 12:20, plus one hour to be arranged, plus four three-hour computer labs during the semester. Prelims: fall, 7:30 p.m., Sept. 22, Oct. 31, Nov. 30; spring, 7:30 p.m., Feb. 23, Mar. 28, May 2.

Vector spaces and linear algebra, matrices, eigenvalue problems, and applications to systems of linear differential equations. Vector calculus. Boundary-value problems and introduction to Fourier series. Includes microcomputer experiments using computer algebra to solve problems.

General Courses

[101 History of Mathematics Summer. 4 credits. Prerequisite: three years of high school mathematics. Not offered 1988–89. The history of the main ideas of mathematics from Babylonian, Egyptian, and Greek times to the present day.]

104 Mathematics and Art Fall. 3 credits. Limited to 12 students. Does not satisfy the mathematics distribution requirement; for graduation credit only. The impact of mathematical ideas on the arts and the impact of the arts on mathematical ideas through the ages, with a special emphasis on theories of perspective in the visual arts. The course will be cooperatively taught by a mathematician and an art historian. There will be both mathematical and artistic assignments based on the theories, and assignments of readings from the original texts.

117 Foundations of Calculus Spring. 3 credits. Limited to 20 students. Prerequisites: Mathematics 111 or 106 or equivalent. Intended for nonscientists, who will not need all the techniques of Mathematics 112 in their future work. May be used toward the distribution requirement in mathematics. Students may not get credit for this and any other second-semester calculus course. Mathematics 117 by itself will not satisfy the prerequisites for Mathematics 213, 221, or 293.

*See the list of courses with overlapping content at the end of the introduction.

Prelims: Feb. 21, Mar. 28, Apr. 27.

A second-semester calculus course for those who would like to go more deeply into the questions concerning limits and infinite processes that puzzled scholars for over two thousand years. Students study anew the real number system, the theory of limits, continuity, differentials, derivatives and the definite integral, and learn about improper integrals, L'Hôpital's rule and infinite sequences and series. Pedagogical method is partly historical, viewing the development of these interlocked topics from the time of the ancient Greeks (Zeno's paradoxes, the discovery of irrationals, Eudoxus' Method of Exhaustion, and the work of Archimedes) through modern times.

132 Elementary Algebra and Number Theory

Fall. 3 credits. Prerequisite: college preparatory mathematics through trigonometry and plane analytic geometry. Familiarity with complex numbers is also desirable but not essential.

An introduction to various topics from modern algebra and number theory, such as primes, factorization, congruence and congruence classes, algebraic numbers and integers, groups, rings, and fields. The course will emphasize examples and special cases rather than abstract concepts.

150 From Space to Geometry

Fall. 4 credits. Enrollment limited to 18 students. Over the centuries mathematicians have interpreted the concept of "space" in numerous ways. This course will survey some of these approaches from the time of Euclid to the later perspective of non-Euclidean systems. We will evaluate the impact of these viewpoints on such concepts as distance, angle measurement, straightness and curvature, dimension, and surface. We will make and analyze models to get a feel for the concepts and to assess the relevance of various approaches to geometry.

151 The Geometry of Tilings, Polyhedra, and Structural Engineering

Spring. 3 credits. Limited to 15 students. An introduction to topics in geometry, including the classification of tilings by the group of symmetries that act on them, examples of artists such as Escher, the aperiodic tilings of R. Penrose, the study of polyhedra, Euler's formula, regular polyhedra, linkages that draw straight lines, "Buckminster Fuller's" geodesic domes, and tensegrities. Emphasis will be on the geometric ideas involved, with formal proofs studied only as needed for overall understanding.

227 Mathematical Model Modeling

Spring. 4 credits. Limited to 25 students. Prerequisite: Mathematics 111 or 106 or equivalent. May be used to satisfy the mathematics distribution requirement. Not intended for upperclass science majors. Mathematical modeling is the process of bringing mathematical methods to bear on problems arising in the real world. In this course students will study selected mathematical models, learn general modeling techniques, and gain experience in constructing original mathematical models and comparing their predictions with reality, both to appreciate the usefulness of mathematical models and to be aware of their limitations.

305 Mathematics in the Real World

Summer. 4 credits. Selected uses of mathematics to solve current relevant problems; illustration of, and active student involvement in, the complete applied mathematical methodology.

[401 Honors Seminar

Not offered 1988–89.]

403 History of Mathematics

Spring. 4 credits. Prerequisites: two courses in mathematics above 300, or permission of instructor.

TR 1:25–2:40. Survey of the development of mathematics from antiquity to the present, with an emphasis on the achievements, problems, and mathematical viewpoints of each historical period and the evolution of such basic concepts as number, geometry, construction, and

proof. Readings from original sources in translation. Students will be required to give oral and written reports.

490 Supervised Reading and Research

Fall, spring, or summer. 1–6 credits. Supervised reading and research by arrangement with individual professors. Not applicable for material currently available in regularly scheduled courses.

508 Mathematics for Secondary School Teachers

Fall, spring, or summer. 1–6 credits. Prerequisite: secondary school mathematics teacher, graduate standing, or permission of instructor. May not be taught every semester.

An examination of the principles underlying the content of the secondary school mathematics curriculum, including connections with the history of mathematics and current mathematics research.

690 Supervised Reading and Research

Variable credit (maximum 6 each term).

Analysis

411–412 Introduction to Analysis 411, fall; 412, spring. 4 credits each term. Prerequisite: Mathematics 222. Students who need measure theory and Lebesgue integration for advanced probability courses should take Mathematics 413–414 or arrange to audit the first few weeks of Mathematics 521. Undergraduates who plan to attend graduate school in mathematics should take 413–414.

TR 8:40–9:55. An introduction to the theory of functions of real variables, stressing rigorous logical development of the subject rather than technique of applications. Topics include Euclidean spaces, the real number system, continuous and differentiable functions, Riemann integral, uniform convergence and approximation theorems, Fourier series, calculus in several variables, and differential forms.

413–414 Introduction to Analysis 413, fall; 414, spring. 4 credits each. Prerequisite: Mathematics 222.

413: TR 10:10; 414: TR 8:40. Honors version of Mathematics 411–412. Metric spaces are included in Mathematics 413, and 413 proceeds at a faster pace than 411. The second semester includes an introduction to the Lebesgue integral.

418 Introduction to the Theory of Functions of One Complex Variable

Spring. 4 credits. Prerequisite: Mathematics 222 or 294 or 213. May be offered only in alternate years.

TR 1:25–2:40. A rigorous introduction to complex variable theory. Complex numbers. Differential and integral calculus for functions of a complex variable, including Cauchy's theorem and the calculus of residues. Elements of conformal mapping.

Applied Mathematics and Differential Equations

421 Applicable Mathematics Fall, spring, or summer. 4 credits. Prerequisites: high level of performance in Mathematics 294, or 221 and 222, or 213 and 231. Graduate students who need mathematics extensively in their work and who have had a solid advanced calculus course and complex variables course as undergraduates should take Mathematics 515–516. With less preparation, they should take Mathematics 421–422–423.

TR 9:05 or 12:20. Prelims: fall, 7:30 p.m., Oct. 6, Nov. 17; spring, 7:30 p.m., Mar. 7, Apr. 18. Theorems of Stokes, Green, Gauss, etc. Sequences and infinite series. Fourier series and orthogonal functions. Ordinary differential equations. Solution of partial differential equations by separation of variables.

422 Applicable Mathematics Fall, spring, or summer. 4 credits. Prerequisite: Mathematics 421.

TR 12:20. Prelims: fall, 7:30 p.m., Oct. 6, Nov. 17; spring, 7:30 p.m., Mar. 7, Apr. 18. Complex variables. Fourier transforms, Laplace transforms. An introduction to generalized functions. Applications to partial differential equations.

423 Applicable Mathematics Fall or spring. 4 credits. Prerequisite: Mathematics 421; however, students who have not taken 422 should talk to the instructor before taking this course.

TR 12:20. Prelims: fall, 7:30 p.m., Oct. 6, Nov. 17; spring, 7:30 p.m., Mar. 7, Apr. 18. Normed vector spaces. Elementary Hilbert space theory. Projections. Fredholm's alternative. Eigenfunction expansions. Applications to elliptic partial differential equations and to integral equations.

425 Numerical Solutions of Differential Equations

Spring. 4 credits. Prerequisites: Mathematics 222 or 294, one course numbered 300 or higher in mathematics, and Computer Science 321, or permission of instructor. This course is a natural sequel to Computer Science 321.

MWF 9:05. Methods and basic theory for the numerical solution of ordinary and partial differential equations. Linear multistep methods, Runge-Kutta methods, and the problem of stiffness for ordinary differential equations. Finite difference methods and Galerkin finite element methods for partial differential equations. Homework will involve use of a computer.

427 Introduction to Ordinary Differential Equations

Fall. 4 credits. Prerequisite: Mathematics 222 or 294 or permission of instructor.

TR 8:40. Covers the basic existence, uniqueness, and stability theory together with methods of solution and methods of approximation. Topics include singular points, series solutions, Sturm-Liouville theory, transform methods, approximation methods, and application to physical problems.

428 Introduction to Partial Differential Equations

Spring. 4 credits. Prerequisite: Mathematics 222 or 294 or permission of instructor.

TR 10:10–11:25. Topics selected from first-order quasilinear equations, classification of second-order equations, with emphasis on maximum principles, existence, uniqueness, stability. Fourier series methods, approximation methods.

Algebra

231 Linear Algebra Spring or summer. 3 credits. Prerequisite: one year of calculus.*

MWF 10:10. Prelims: spring, Feb. 23, Mar. 28, May 2. Vectors, matrices, and linear transformations, affine and Euclidean spaces, transformation of matrices, and eigenvalues.

332 Algebra and Number Theory

Fall. 4 credits. Prerequisite: one year of calculus and one course from Mathematics 221, 231, and 294. Mathematics 332 does not satisfy prerequisites for courses numbered 500 and above.

MWF 9:05. Various topics from modern algebra and number theory, usually including rings, fields, and finite groups. Motivation and examples are derived mostly from geometry, arithmetic, and congruence problems on the integers.

336 Applicable Algebra

Spring. 4 credits. Prerequisites: Mathematics 221, 294, or 231.

MWF 9:05. An introduction to concepts and methods of abstract algebra that are of importance in science and engineering. Applications of the theory to concrete problems will be stressed. Each year the course will treat aspects usually chosen from the following topics: partially ordered sets, lattices, graph theory, and Boolean algebras; finite machines and languages; applications of groups, fields, and modular arithmetic, such as Latin squares, elementary coding theory, or fast Fourier transform; difference equations. Additional topics may be chosen by the instructor.

431–432 Introduction to Algebra 431, fall; 432, spring. 4 credits each. Prerequisite: Mathematics 221 or 231. Undergraduates who plan to attend graduate

*See the list of courses with overlapping content at the end of the introduction.

school in mathematics should take 433–434.

431: M W F 9:05 or 10:10; 432: M W F 10:10.

431: An introduction to linear algebra, including the study of vector spaces, linear transformations, matrices, and systems of linear equations; quadratic forms and inner product spaces; canonical forms for various classes of matrices and linear transformations; determinants. 432: an introduction to various topics in abstract algebra, including groups, rings, fields, factorization of polynomials and integers, congruences, and the structure of finitely generated modules over Euclidean domains with application to canonical forms of matrices.

433–434 Introduction to Algebra 433, fall; 434, spring. 4 credits each. Prerequisite: Mathematics 221 or 231.

M W F 10:10.

Honors version of Mathematics 431–432. Mathematics 433–434 will be more theoretical and rigorous than 431–432 and will include additional material such as multilinear and exterior algebra.

Geometry and Topology

451–452 Classical Geometries 451, fall or summer; 452, spring. 4 credits each term. Prerequisite: Mathematics 221 or 231 or permission of instructor. 451 is not usually a prerequisite for 452.

Fall: T R 2:55; spring: M W F 9:05.

Foundations of geometry. Various geometric topics, including Euclidean, non-Euclidean, and projective geometry and rigidity theory.

453 Introduction to Topology Fall. 4 credits. Prerequisites: Mathematics 411 and 221, or permission of instructor.

M W F 11:15.

Basic point set topology, connectedness, compactness, metric spaces, fundamental group. Application of these concepts to surfaces such as the torus, the Klein bottle, the Möbius band.

454 Introduction to Differential Geometry Spring. 4 credits. Prerequisite: Mathematics 222 or 294, plus at least one mathematics course numbered 300 or above. Mathematics 453 is not a prerequisite.

M W F 11:15.

Differential geometry of curves and surfaces. Curvature, geodesics, differential forms. Introduction to n -dimensional Riemannian manifolds. This material provides some background for the study of general relativity; connections with the latter will be indicated.

Probability and Statistics

372 Elementary Statistics Fall. 4 credits. Prerequisites: one year of calculus, and Computer Science 100 or 101 or 108 or permission of instructor. A terminal course for students who will take no further courses in statistics.*

M W F 9:05. Evening prelims may be given.

Introduction to the principles underlying modern statistical inference, to the practical application of statistical techniques, and to the rationale underlying the choice of statistical methods in various situations. Topics in probability that are essential to an understanding of statistics. Homework involves statistical analysis of data sets on hand calculators and on a computer by means of packaged programs.

471 Basic Probability Fall. 4 credits. Prerequisite: Mathematics 221. May be used as a terminal course in basic probability. Intended primarily for those who will continue with Mathematics 472.

Lecs, M W F 11:15; rec, R 12:20. Prelims: 7:30 p.m., Oct. 6, Nov. 17.

Topics include combinations, important probability laws, expectations, moments, moment-generating functions, limit theorems. Emphasis is on diverse applications and on development of use in statistical applications. See also the description of Mathematics 571.

*See the list of courses with overlapping content at the end of the introduction.

472 Statistics Spring. 4 credits. Prerequisite: Mathematics 471 and knowledge of linear algebra such as taught in Mathematics 221. Some knowledge of multivariate calculus helpful but not necessary.*

M W F 9:05. Prelims: 7:30 p.m., Mar. 7, Apr. 18. Classical and recently developed statistical procedures are discussed in a framework that emphasizes the basic principles of statistical inference and the rationale underlying the choice of these procedures in various settings. These settings include problems of estimation, hypothesis testing, large sample theory.

[473 Further Topics in Statistics Fall. 4 credits. Prerequisite: Mathematics 472 or 574. Not offered 1988–89.

M W F 11:15.

More detailed discussion of some of the topics not covered at length in Mathematics 472. Design and analysis of experiments. Multivariate analysis. Nonparametric inference; robustness. Sequential analysis. For corresponding subject matter taught in more detail, see description of Mathematics 573 and 675.]

Mathematical Logic

481 Mathematical Logic Spring. 4 credits. Prerequisite: Mathematics 221. May be offered only in alternate years.

Propositional and predicate logic. Classical proof procedures. Completeness and compactness. Decidability and undecidability. The Gödel incompleteness theorem. Elements of set theory.

486 Applied Logic (also Computer Science 486)

Spring or summer. 4 credits. Prerequisite: Mathematics 222 or 294, Computer Science 100, and some additional course in mathematics or Computer Science 381.

T R 10:10–11:25, plus one-hour lab to be arranged. Propositional and predicate logic, compactness and completeness by tableaux. Equational logic. Herbrand Universes, the resolution method, and unification. Rewrite rules and equational logic Knuth-Bendix method and the congruence closure algorithm and λ -calculus reduction strategies. Restrictions on resolution and their completeness. Introduction to automatic theorem proving. Topics in Prolog, Lisp, or ML on microcomputers or, possibly, exposure to a larger system such as Nuprl. Input resolution and Prolog. Applications to expert systems and program verification.

Graduate Courses

Students interested in taking graduate courses in mathematics should consult the department for further course details, times, and possible changes in courses as described below.

[503 History of Mathematics 4 credits.

Prerequisites: Mathematics 511 and 531. Intended for graduate students in the mathematical sciences. Not offered 1988–89.

This course will be devoted to the history of mathematics in the nineteenth century from the original sources, with emphasis on the history of the foundations of analysis and of the foundations of commutative algebra. Typical authors in algebra who will be studied are Lagrange, Ruffini, Gauss, Abel, Galois, Dirichlet, Kummer, Kronecker, Dedekind, Weber, M. Noether, Hilbert, Steinitz, Artin, and E. Noether. Typical authors in analysis who will be studied are Cauchy, Fourier, Bolzano, Dirichlet, Riemann, Weierstrass, Heine, Cantor, Peano, and Hilbert. If time permits, a sketch will be given of the history of probability and statistics from Bernoulli to Pearson. Students will be required to read and explain one important nineteenth-century paper.]

511–512 Real and Complex Analysis 511, fall; 512, spring.

511: measure and integration, functional analysis. 512: complex analysis, Fourier analysis, and distribution theory.

[513–514 Topics in Analysis 513, fall; 514, spring. Not offered 1988–89.]

515–516 Mathematical Methods in Physics 515, fall; 516, spring. 4 credits each. Intended for graduate students in physics or related fields who have had a strong advanced calculus course and at least two years of general physics. A knowledge of the elements of finite dimensional vector space theory, complex variables, separation of variables in partial differential equations, and Fourier series will be assumed. The course overlaps with parts of Mathematics 421–422–423. Undergraduates will be admitted only with permission of instructor. Mathematics 515 is a prerequisite for 516.

M W F 12:20–1:25.

Topics designed to give a working knowledge of the principal mathematical methods used in advanced physics. A brief discussion of some basic notions: metric space, vector space, linearity, continuity, integration. Generalized functions (Schwartz distributions). Fourier series and Fourier integrals. Saddle point method. Linear operators. Differential operators and integral operators, the equations and eigenvalue problems connected with them and the special functions arising from them. Elements of group theory. The rotation group and its representations.

[517–518 Ordinary Differential Equations

Basic theory of ordinary differential equations. Not offered 1988–89.]

519–520 Partial Differential Equations 519, fall; 520, spring.

Basic theory of partial differential equations.

521 Measure Theory and Lebesgue Integration Fall.

Measure theory, integration, and L_p spaces.

522 Applied Functional Analysis Spring.

Spectral theorem for bounded operators, spectral theory for unbounded operators in Hilbert space, compact operators, distributions. Applications.

531–532 Algebra 531, fall; 532, spring.

531: finite groups, field extensions, Galois theory, rings and algebras, tensor and exterior algebra. 532: Wedderburn structure theorem, Brauer group, group cohomology, Dedekind domains, primary decomposition, Hilbert basis theorem, local rings.

[537 Elementary Number Theory Prerequisites: Mathematics 432 and 412. Not offered 1988–89.

Introduction to number theory suitable for first-year graduate students and advanced undergraduates. Choice of topics discussed depends on the instructor. In previous years the text has been *A Course in Arithmetic*, by J. P. Serre; the topics covered have included quadratic forms, quadratic reciprocity, and modular forms.]

549 Lie Groups and Differential Geometry Fall.

551 Introductory Algebraic Topology Spring. Fundamental group and covering spaces. Homology theories for complexes and spaces.

552 Differentiable Manifolds Fall. Prerequisites: advanced calculus and some elementary point-set topology (e.g., knowledge of the concepts of continuity, compactness, and connectedness). This course will be an introduction to differential topology, intended for undergraduate seniors and beginning graduate students. The first part of the course will emphasize examples and constructions of manifolds. Topics will include C^r and analytic structures, non-smooth manifolds, immersions and imbeddings, tangent bundles, tubular neighborhoods, transversality, cobordism, vector fields and dynamical systems, foliations.

[561 Geometric Topology

Topics from general topology. Introduction to geometric properties of manifolds. Not offered 1988–89.]

571-572 Probability Theory 571, fall; 572, spring. Prerequisites: a knowledge of Lebesgue integration theory, at least on the real line. Students can learn this material by taking parts of Mathematics 413-414 or 521.

Properties and examples of probability spaces. Sample space, random variables, and distribution functions. Expectation and moments. Independence, Borel-Cantelli lemma, zero-one law. Convergence of random variables, probability measures, and characteristic functions. Law of large numbers. Selected limit theorems for sums of independent random variables. Markov chains, recurrent events. Ergodic and renewal theorems. Martingale theory. Brownian motion and processes with independent increments.

571-574 Probability and Statistics 571, fall; 574, spring. This course is a prerequisite to all advanced courses in statistics.

571: same as Mathematics 571 above. 574: Topics include an introduction to the theory of point estimation, consistency, efficiency, sufficiency, and the method of maximum likelihood; the classical tests of hypotheses and their power; the theory of confidence intervals; the basic concepts of statistical decision theory; the fundamentals of sequential analysis. Intended to furnish a rigorous introduction to mathematical statistics.

[573 Experimental Design, Multivariate Analysis] Fall. Not offered 1988-89.

Rationale for selection of experimental designs and algorithms for constructing optimum designs. Optimum properties and distribution theory for classical analysis of variance procedures and their simplest multivariate analogues.]

[575 Sequential Analysis, Multiple Decision Problems] Fall. Prerequisite: a course in mathematical statistics such as Mathematics 574. Not offered 1988-89.]

577 Nonparametric Statistics Fall.

A study of nonparametric techniques, especially order statistics, rank order statistics, scores, local optimality properties, and perhaps some asymptotic theory.

581 Logic Spring.

Basic topics in mathematical logic, including propositional and predicate calculus; formal number theory and recursive functions; completeness and incompleteness theorems.

611-612 Seminar in Analysis 611, fall; 612, spring.

613 Functional Analysis Fall.

Topological vector spaces. Banach and Hilbert spaces, Banach algebras. Additional topics to be selected by instructor.

[615 Fourier Analysis] Spring. Not offered 1988-89.]

[622 Riemann Surfaces] Not offered 1988-89.]

[623 Several Complex Variables] Not offered 1988-89.]

627-[628] Seminar in Partial Differential Equations 627, spring; [628 not offered 1988-89.]

631-632 Seminar in Algebra 631, fall; 632, spring.

[635 Topics in Algebra I] Fall. Not offered 1988-89. Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.]

637 Algebraic Number Theory Fall.

639 Topics in Algebra II Spring. Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

[640 Homological Algebra] Spring. Not offered 1988-89.]

651-652 Seminar in Topology 651, fall; 652, spring.

653-654 Algebraic Topology 653, fall; 654, spring. Duality theory in manifolds, applications, cohomology operations, spectral sequences, homotopy theory, general cohomology theories, categories and functors.

[655 Mathematical Foundations for Computer Modeling and Simulation (also Computer Science 655)] Spring. 4 credits. Prerequisite: Mathematics 431 and 432 or the equivalent, both in content and in the level of mathematical sophistication, or permission of instructors. Not offered 1988-89.

MWF 10:10.

This course will have two parts, one purely mathematical, the other applied. The former is intended to introduce students to theoretical tools that are relevant to the study of robotics, solid modeling, and simulation. These tools will be drawn from the areas of (real and complex) algebraic geometry, topology, differential geometry, and differential equations. The latter part of the course will provide applications that illustrate uses of the mathematics and point the way to needed further developments.]

657-658 Advanced Topology 657, fall; 658, spring.

Selection of advanced topics from modern algebraic, differential, and geometric topology. Course content varies.

661-662 Seminar in Geometry

667 Algebraic Geometry Spring.

670 Topics in Statistics Spring.

A course taught occasionally to cover special topics in theoretical statistics not treated in other listed courses. Typical of the subjects that will be treated are time series analysis, and classification and cluster analysis.

671-672 Seminar in Probability and Statistics

[674 Multivariate Analysis] Spring. Not offered 1988-89.]

[675 Statistical Decision Theory] Spring. Not offered 1988-89.]

677-678 Stochastic Processes 677, fall; 678, spring.

681-682 Seminar in Logic 681, fall; 682, spring.

683 Model Theory Spring.

684 Recursion Theory Fall.

Theory of effectively computable functions. Classification of recursively enumerable sets. Degrees of recursive unsolvability. Applications to logic. Hierarchies. Recursive functions of ordinals and higher type objects. Generalized recursion theory.

[685 Metamathematics] Fall. Not offered 1988-89. Topics in metamathematics. Course content varies.]

[687 Set Theory] Spring. Not offered 1988-89. Models of set theory. Theorems of Gödel and Cohen, recent independence results.]

688 Topics in Applied Logic. Fall.

This course will cover selected topics in applied logic chosen for their relevance to computer science. The exact topics will change from year to year. In 1986 we expect to include (1) models of the lambda calculus and the denotational semantics of programming languages; (2) the second-order, polymorphic lambda calculus (Girard, Reynolds) and its extension to a theory of constructions (Huet, Coquand); (3) constructive logics based on the theory of constructions; (4) formal specification languages; (5) proofs of software correctness; (6) techniques of automatic theorem proving.

Modern Languages and Linguistics

S. McConnell-Ginet, chairperson (Department of Modern Languages and Linguistics); J. Bowers, associate chairperson (311 Morrill Hall); W. Harbert, graduate faculty representative (214 Morrill Hall); J. Gair, director of undergraduate studies (407 Morrill Hall); L. Babby, W. Browne, G. Chierchia, N. Clements, G. Diffloth, J. Grimes, J. Huang, J. Jasanoff, J. Kingston, H. Kufner, F. Landman, R. Leed, J. Noblitt, A. Nussbaum, C. Rosen, C. Shih, D. Solá, M. Suñer, L. Waugh, J. Whitman, J. Wolff

The Department of Modern Languages and Linguistics offers courses in linguistics (the study of the structure of language) and elementary, intermediate, and advanced courses in the minor as well as the major languages of Europe and south, southeast, and east Asia. Students take these courses because they are interested in the area in which the language is spoken.

Modern Languages, Literatures, and Linguistics

Courses in modern languages, literatures, and linguistics are offered by various departments of the college. Most courses in modern languages and linguistics are offered by the Department of Modern Languages and Linguistics (see Linguistics, below). Literature courses, and certain language courses as well, are taught by the following departments:

Africana Studies and Research Center: Swahili, Yoruba
Asian Studies: Chinese, Japanese
Classics: Greek, Latin
German Literature: German
Near Eastern Studies: Akkadian, Arabic, Aramaic, Hebrew, Turkish
Romance Studies: French, Italian, Portuguese, Spanish
Russian Literature: Russian

The Full-Year Asian Language Concentration (FALCON Program) offers intensive instruction in Chinese, Japanese, or Indonesian to students wishing to gain fluency in the language in a single year.

Arabic

111-112 Elementary Arabic 111, fall; 112, spring. 6 credits each term.

[113-114 Egyptian Arabic] 113, fall; 114, spring. 4 credits each term. Not offered 1988-89.]

[211-212 Intermediate Arabic] 211, fall; 212, spring. 3 credits each term. Not offered 1988-89.]

311-312 Advanced Arabic 311, fall; 312, spring. 4 credits each term.

313 The Arab Writer and the State Fall. 4 credits. See further listings under Near Eastern Studies.

Bengali

121-122 Elementary Bengali 121, fall; 122, spring. 4 credits each term. Prerequisite: for Bengali 122; Bengali 121 or examination.

Hours to be arranged. B. MacDougall and staff. The emphasis is on basic grammar, speaking, and comprehension skills; Bengali script will also be introduced.

203-204 Intermediate Bengali 203, fall; 204, spring. 3 credits each term. Prerequisites: for Bengali 203, Bengali 122 or examination; for Bengali 204, Bengali 203 or examination.

Hours to be arranged. B. MacDougall and staff. Continuing instruction in grammar with attention to speaking and reading skills.

Burmese

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Burmese 102: Burmese 101 or equivalent.

Hours to be arranged. G. Diffloth.

A semi-intensive course for beginners or for those who have been placed in the course by examination. Gives a thorough grounding in all the language skills: listening, speaking, reading, and writing.

201–202 Intermediate Burmese Reading 201, fall; 202, spring. 3 credits each term. Prerequisites: for Burmese 201, Burmese 102; for Burmese 202, Burmese 201.

Hours to be arranged. G. Diffloth.

203–204 Intermediate Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisites: for Burmese 203, Burmese 102; for Burmese 204, Burmese 203.

Hours to be arranged. G. Diffloth.

301–302 Advanced Burmese Reading 301, fall; 302, spring. 4 credits each term. Prerequisites: for Burmese 301, Burmese 202 or permission of instructor; for Burmese 302, Burmese 301.

Hours to be arranged. G. Diffloth.

Selected Burmese readings in various fields.

401–402 Burmese Directed Individual Study Fall or spring. 4 credits each term. Prerequisite: permission of instructor.

Hours to be arranged. G. Diffloth.

For students who wish to address special problems in the speech, grammar, or literature.

Cambodian

See Khmer.

Cebuano (Bisayan)

101–102 Elementary Course 101, fall; 102, spring. Offered according to demand. 6 credits each term. Prerequisite for Cebuano 102: Cebuano 101 or equivalent.

Hours to be arranged. J. U. Wolff.

A semi-intensive course for beginners.

Chinese

Language and Linguistics

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Chinese 102: Chinese 101 or equivalent.

Lecs, M W F 9:05; drill, M–F 8 or 2:30. C. Shih, J. Wheatley, and staff.

A semi-intensive course for beginners or for those who have been placed in the course by examination. The course gives a thorough grounding in all the language skills: listening, speaking, reading, and writing.

111–112 Cantonese Elementary Speaking 111, fall; 112, spring. 3 credits each term. Prerequisites: for Chinese 111, permission of instructor; for Chinese 112, Chinese 111. Both Chinese 112 and 114 or equivalents are necessary to fulfill any language requirements.

Lec, T 12:20; drills, M W F 9:05. E. Leung.

Conversation in standard Cantonese as spoken in Hong Kong and Canton.

113–114 Cantonese Elementary Readings 113, fall; 114, spring. 3 credits each term. Prerequisites: for Chinese 113, permission of instructor; for Chinese 114, Chinese 113. Both Chinese 112 and 114 or equivalents are necessary to fulfill any language requirements.

Lec, R 12:20; drills, T R 9:05. E. Leung.

Readings in modern expository prose with Cantonese pronunciation.

201–202 Intermediate Chinese 201, fall or summer; 202, spring or summer. 4 credits each term. Prerequisite: for Chinese 201, Chinese 102 or equivalent; for Chinese 202, Chinese 201.

M–F 9:05 or 11:15. Staff.

211–212 Intermediate Cantonese 211, fall; 212, spring. 4 credits each term. Prerequisites: for Chinese 211, Chinese 112 and 114 or equivalent; for Chinese 212, Chinese 211.

M W F 9:05. E. Leung.

301–302 Advanced Chinese 301, fall; 302, spring. 4 credits each term. Prerequisites: for Chinese 301, Chinese 202 or equivalent; for Chinese 302, Chinese 301.

M W F 11:15. Staff.

Readings and drill in modern expository Chinese.

303–304 Advanced Chinese Conversation 303, fall; 304, spring. 1 credit each term. Prerequisite: Chinese 201–202. S–U grades only.

T R 1:25. Staff.

Guided conversation and oral composition and translation. Corrective pronunciation drill.

311–312 Advanced Cantonese 311, fall; 312, spring. 4 credits each term. Prerequisites: for Chinese 311, Chinese 212 or equivalent; for Chinese 312, Chinese 311.

Hours to be arranged. E. Leung.

[401 History of the Chinese Language] Fall or spring, according to demand. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

Hours to be arranged. Staff.

Survey of phonological and syntactic developments in Chinese.]

[403 Linguistic Structure of Chinese I] Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1988–89.

Hours to be arranged. C. Shih.

Introductory course in the phonology of modern Mandarin Chinese.]

[404 Linguistic Structure of Chinese II] Spring, according to demand. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

Hours to be arranged. J. Huang.

Syntax of modern Mandarin Chinese.]

[405 Chinese Dialects] Fall or spring, according to student demand. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

Hours to be arranged. Staff.

Introductory survey of modern dialects and their distinguishing characteristics.]

411–412 Readings in Modern Chinese 411, fall; 412, spring. 4 credits each term. Prerequisites: for Chinese 411, Chinese 302 or equivalent; for Chinese 412, Chinese 411.

M W F 1:25. Staff.

413–414 Chinese Reading Tutorials 413, fall; 414, spring. 2 credits each term. Prerequisite: Chinese 302 or equivalent and permission of instructor.

Hours to be arranged. Staff.

Individual or small-group guidance in advanced Chinese texts, designed primarily for Asian studies majors taking other courses with reading assignments in Chinese.

[607 Chinese Dialect Seminar] Fall or spring, on student demand. 4 credits. Prerequisite: Chinese 405 and permission of instructor. Not offered 1988–89.

Hours to be arranged. Staff.

Analysis and field techniques in a selected dialect area.]

FALCON

C. Shih, 213 Morrill Hall (255-4230); J. Wheatley, 416 Morrill Hall (255-9301).

161–162 Intensive Mandarin Course 161, fall; 162, spring. 16 credits each term. Prerequisite: for Chinese 161, Chinese 160 (Cornell summer intensive course) or permission of instructor; for Chinese 162, Chinese 161.

M–F, 6 hours each day. C. Shih, J. Wheatley, and staff.

Foreign language requirement: Proficiency is attained by passing 161.

Literature

213–214 Introduction to Classical Chinese 213, fall; 214, spring. 3 credits each term. Prerequisite: qualification in Chinese or permission of instructor. May be taken concurrently with Chinese 101–102, 201–202, 301–302.

M W F 12:20. T. L. Mei and staff.

313 Chinese Philosophical Texts Spring, on demand. 4 credits. Prerequisite: Chinese 214.

Hours to be arranged. T. L. Mei.

[314 Classical Narrative Texts] 4 credits. Prerequisite: Chinese 214. Not offered 1988–89.]

420 T'ang and Sung Poetry Spring, on demand. 4 credits. Prerequisite: permission of instructor.

Hours to be arranged. T. L. Mei.

421–422 Directed Study Fall or spring or both. 2–4 credits each term. Prerequisite: permission of instructor.

Staff.

[424 Readings in Literary Criticism] Fall or spring, on demand. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

T. L. Mei.]

428 Approaches to *Hung lou meng* Spring. 4 credits.

Hours to be arranged. Angelina Yee, Mellon

Postdoctoral Fellow.

Students will be assigned close reading of the Chinese text of *Hung lou meng* (Dream of the Red Chamber), emphasizing the stylistic range, narrative technique, and rhetorical conventions of this eighteenth-century encyclopedic work, which is central to late Imperial Chinese narrative. There will be a twenty-page term paper.

[430 Readings in Folk Literature] Fall or spring, on demand. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

Staff.]

Note: For complete descriptions of courses numbered 600 or above, consult the appropriate instructor.

603 Seminar in Chinese Poetry and Poetics Fall or spring, on demand. 4 credits. Prerequisite: permission of instructor.

605 Seminar in Chinese Fiction and Drama Fall. 4 credits. Prerequisite: permission of instructor.

Hours to be arranged. E. M. Gunn.

609 Seminar in Chinese Folk Literature Fall or spring, according to demand. 4 credits. Prerequisite: permission of instructor.

Staff.

621–622 Advanced Directed Reading 621, fall; 622, spring. Credit to be arranged. Prerequisite: permission of instructor.

E. M. Gunn, T. L. Mei.

Danish

131–132 Elementary Course 131, fall; 132, spring. 3 credits each term. Prerequisite for Danish 132, Danish 131 or equivalent. This language series cannot be used to satisfy the language requirement.

M W F 8:00. P. M. Mitchell.

Dutch

131–132 Elementary Course 131, fall or summer; 132, spring or summer. 3 credits each term. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

133-134 Continuing Course 133, fall; 134, spring. Offered according to demand. 3 credits each term. Prerequisites: for Dutch 133, Dutch 132 or equivalent; for Dutch 134, Dutch 133 or equivalent. Hours to be arranged. Staff.

[Seminar in Dutch Linguistics (German 740)]

English

Intensive English Program, see p. 244.

205 English as a Second Language Fall. 4 credits. Prerequisite: placement by examination. M T W R 10:10. M. Martin. Intermediate spoken and written English, with emphasis on speaking, understanding, and reading.

206 English as a Second Language Spring. 3 credits. Prerequisite: English 205 or placement by examination. M W F 10:10. M. Martin. Designed for those who have completed English 205 and who require or desire further practice. Emphasis is on developing control of written as well as spoken language.

209 English as a Second Language Fall or spring. 1 credit. Prerequisite: placement by examination. Hours to be arranged. M. Martin. Practice in informal conversational English. Pronunciation, techniques for gaining information, informal conversation, and classroom speaking. Students also practice giving informal presentations. Personal conferences with the instructor supplement class work.

210 English as a Second Language Spring. 1 credit. Prerequisite: placement by examination. Hours to be arranged. M. Martin. Practice in academic speaking. Formal classroom discussion techniques and presentation of information in various forms. Personal conferences supplement class work.

211-212 English as a Second Language 211, fall, spring, or summer. 212, spring. 3 credits each term. Prerequisite: placement by examination. 211: M W F 9:05, 11:15, 12:20, or 2:30. T R 10:10-11:25 or 2:55-4:10. 212: M W F 9:05, or 11:15; T R 2:55-4:10. D. Campbell. Advanced writing, with emphasis on improving vocabulary, grammar, and control of college-level written English.

213 Written English for Nonnative Speakers Spring. 3 credits. Prerequisite: placement by examination. T R 10:10, plus a weekly conference. M. Martin. Designed for those whose writing fluency is sufficient for them to carry on regular academic work but who feel the desire for refining and developing their ability to express themselves clearly and effectively. As much as possible, students receive individual attention.

Freshman Writing Seminar

215-216 English for Later Bilinguals 215, fall or summer; 216, spring. 3 credits each term. Not designed for students whose schooling has been mostly in English. Prerequisite for English 216: English 215. M W F 2:30. M. Martin. A course designed to strengthen the English-language skills of students from other countries who have studied for one to five years in American high schools and whose language in the home is not English. Intensive work in written English is offered, with emphasis on sentence structure, cohesion, vocabulary expansion, grammatical structure, and maturity of style. Individual conferences on papers supplement class work.

French

J. Béreaud (director of undergraduate studies, 265 Goldwin Smith Hall, 255-6407), A. Berger, A. M. Colby-Hall, N. Furman, D. I. Grossvogel, R. Klein, P. Lewis, E. P. Morris, J. Ngate, J. S. Noblitt, A. Seznec, A. Smith, S. Tarrow, L. R. Waugh

The Major

The major in French is designed to give students proficiency in the oral and written language, to acquaint them with French literature and culture, and to develop skills in literary and linguistic analysis.

While prospective majors should try to plan their programs as far ahead as possible, no student will be refused admission merely because of a late start. It is even possible for a student to begin French at Cornell and become a major. Students wishing to major in French should consult the director of undergraduate studies of the Department of Romance Studies, Professor J. Béreaud, who will admit them to the major. After their admission students will choose an adviser from among the French faculty. Students interested in the linguistics option should consult Professor L. Waugh, Department of Modern Languages and Linguistics.

The major has a core, required of all majors, and two options that attempt to reflect the variety of student interests yet maintain the focus for a coherent and substantial program of studies.

The Core

- 1) All majors are expected to acquire a sound degree of competence in language. This competence is demonstrated by the successful completion of French 312 or by the passing of a special examination to be taken no later than the end of the junior year. A typical program will involve two semesters of language at the 200 level (to be taken no later than the end of the sophomore year) and two semesters of language at the 300 level (French 311-312). Students may bypass any part of the sequence through placement examinations.
- 2) In addition, all majors are expected to take French 201 and 202. At least one of these should be completed successfully no later than the end of the sophomore year.

The Options

The following groups overlap in part, yet each is intended to emphasize different aspects of French culture.

The literature option

- 1) The successful completion of six courses in French literature or civilization at the 300 level or above. These courses will be selected in consultation with the student's major adviser and will normally include at least one course from each of the three major periods of French literature (Medieval to Renaissance, the seventeenth and eighteenth centuries, and the nineteenth and twentieth centuries).
- 2) The successful completion of two related courses in one of the following: (a) French literature; (b) French linguistics; (c) French history, culture, music, or history of art or architecture; (d) courses in linguistic theory, history of language, psycholinguistics, or philosophy of language.

The linguistic option

- 1) The successful completion of six courses in French and general linguistics (in addition to Linguistics 101-102). These courses will include at least one course concerning the history of French (e.g., French 401, Romance Linguistics 321) and one course concerning the structure of French (e.g., French 408, 410, or 602).
- 2) The successful completion of two courses (preferably a sequence) in some allied area, for example, (a) French literature and civilization, (b) psycholinguistics, (c) philosophy of language, (d) French history, culture, music, or history of art or architecture.

Whatever option a student chooses, he or she is urged to take advantage of the ample flexibility offered by the French major. Students who want to pursue careers in business, law, medicine, or teaching may coordinate their work with preprofessional programs. Similarly, interdisciplinary work is strongly encouraged; students may elect to enrich their major with related courses in history, archaeology, Classics, comparative literature, English and American literature, anthropology, music, history of art, philosophy, government, linguistics, and other literatures and languages.

Study Abroad in France

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the Departments of Romance Studies and Modern Languages and Linguistics facilitates the transfer of credit. Information about these plans is available from the director of undergraduate studies.

Students interested in studying in France are encouraged to consider the special benefits offered by EDUCO, the program in Paris cosponsored by Cornell and by Duke University. EDUCO offers advanced students a challenging course of study and the experience of total immersion in French life and culture in Paris. Participants in this program spend the year or the semester as fully matriculated students at the University of Paris and other institutions of higher learning in Paris, including the Institut d'Etudes Politiques (Sciences Po) and the Ecole du Louvre, selecting courses in many fields from the regular university course offerings. Students begin the academic year with an intensive three-week orientation into French history, society, and daily life. This three-credit orientation helps students adjust quickly to immersion in French life and is designed to fill needs for students at all levels of background on France.

EDUCO maintains a center in Paris with appropriate support staff. The resident director, chosen annually from the Cornell and Duke faculties, teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a small library and word-processing facilities, is regularly used by students for special tutorials, seminars, and lectures, as well as informal gatherings.

The seminar for fall 1988 will be **1789-1989: Readings of the Revolution**, taught by A. Berger. While providing a basic historiography of the Revolution, this course will combine literary analysis with anthropological, philosophical, and political inquiries. Students will also analyze the repercussions and representations of the revolution in postrevolutionary literature through selected readings of both the "writers of the reaction"—such as Musset or Balzac—and the prerevolutionary writers—such as Michelet and Hugo in his later period. Finally, students will seek to come to terms with the very notion of the Revolution: a founding myth, a permanent referent, and a recurrent pattern in modern French history.

The seminar for spring 1989 will be **L'Espace des Institutions Culturelles: A Semiotic Reading of Paris in the Nineteenth and Twentieth Centuries**, taught by J. Routier Pucci. This course will consider the ways in which cultural institutions, notably museums and theaters, constitute special sites on the Parisian landscape and function as historical, political, and aesthetic signs. Readings will include theoretical essays that exemplify urban semiology (Roland Barthes) and "culture-criticism" (Walter Benjamin), official documents relating to the history of major institutions such as the Louvre and the Comédie Française, and literary representations of Paris as a mythologized cultural center (Baudelaire and Balzac). Each student will select his or her area of special interest and pursue a research project that entails studying a currently significant site, institution, or project.

Honors. The honors program encourages well-qualified students majoring in French linguistics or French literature to do independent work in French outside the structure of courses. The preparation of the

senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading, and extensive rewriting to a degree not practically possible in the case of course papers.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429–430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

Fees. Depending on the course, a small fee may be charged for copies of texts for course work.

Language and Linguistics

121–122 Elementary Course 121, fall; 122, spring. 4 credits each term. Intended for beginners or students placed by examination. Prerequisite for French 122: French 121 or equivalent. Students who obtain a CPT score of 560 after French 121–122 attain qualification and may enter the 200-level sequence; otherwise French 123 is required for qualification.

Lec, R 9:05, 10:10, 11:15, or 1:25; drills, M T W F 8, 9:05, 10:10, 11:15, 12:20, 1:25, or 2:30. N. Gabriel. The four recitation sections per week offer the opportunity for student interaction and intensive practice in listening to, speaking, reading, and writing basic French in meaningful contexts. Lectures offer insights into French language, culture, and society.

123 Continuing French Fall, spring, or summer. 4 credits. Fall enrollment strictly limited. Limited to students who have previously studied French and have a CPT achievement score between 450 and 559. Satisfactory completion of French 123 fulfills the qualification portion of the language requirement.

Lec, T 9:05, 10:10, or 12:20; drills, M W R F 8, 9:05, 10:10, 11:15, 12:20, 1:25, 2:30, or 3:35. A. Levy. An all-skills course meant to reinforce basic grammar, improve pronunciation, encourage oral communication, further reading ability, and establish groundwork for writing—all in the context of French daily life.

Note: Students placed in 200-level courses have the option of taking language and literature courses; see listings under "Literature" for descriptions of the literature courses, any of which may be taken concurrently with the 200, 203–204, or 211–212 language courses described below.

200 Intermediate Course: Language and Literature Fall or spring. 3 credits. Prerequisite: qualification in French with a CPT score no higher than 629. Offered by the Department of Romance Studies.

Fall: M W F 9:05, 10:10, or 11:15 or T R 10:10–11:25. Spring: M W F 9:05, 10:10, or 1:25. S. Tarrow and staff.

Designed to provide an introduction to contemporary French culture and literature. Texts read and discussed are selected for their cultural and humanistic value. One-third of the class time is devoted to grammar review with emphasis on oral participation as well as improvement of language skills.

203 Intermediate Composition and Conversation Fall, spring, or summer. 3 credits. Prerequisite: qualification in French (French 123 or CPT score 560–649).

Lec, T 11:15 or 1:25, W 2:30, or R 11:15; drills, M W F 8, 9:05, 10:10, 11:15, 12:20, 1:25, 2:30, or 3:35. I. Daly.

Improved control of French grammatical structure and vocabulary through guided conversation, composition, and reading. Lectures include grammar review, listening comprehension exercises, and videos on current topics. Taught in French.

204 Intermediate Composition and Conversation Fall or spring. 3 credits. Enrollment limited. Prerequisite: French 203, permission of instructor, or

placement by Cornell Advanced Standing Examination (CASE) offered by the Department of Modern Languages and Linguistics.

Fall: lec, T 10:10 or 2:30; drills, M W F 10:10, 11:15, 12:20, or 2:30. Spring: lec, T 10:10 or 2:30; drills, M W F 9:05, 10:10, 11:15, 12:20, or 1:25. C. Waldron. Emphasis on improving oral and written expression of accurate, idiomatic French. Includes enrichment of vocabulary, readings in contemporary prose, treatment of specific problems in grammar, guest speakers, and presentations of videos and films. Taught in French.

210 Intermediate French Conversation Fall or spring. 2 credits. Limited to 15 students. Prerequisite: French 203 or 211 or equivalence (Q +) on the Cornell Advanced Standing Examination (CASE). Offered by the Department of Romance Studies.

Fall: T R 8:40–9:55 or 11:40–12:55. Spring: T R 8:40–9:55 or 10:10–11:25. J. Béreaud and staff. The course is based on audiovisual materials used in class: slides and recordings will accompany extensive discussions. A modest amount of reading each week will aim at increasing students' active vocabulary.

[211–212 Intermediate French] 3 credits each term. Not offered 1988–89.]

310 Advanced French Conversation Spring. 2 credits. Limited to 15 students. Priority given to seniors. Prerequisite: French 204 or 212 or Cornell Advanced Standing Examination (CASE) placement of Q + +. Offered by the Department of Romance Studies. T R 11:40–12:55 or 1:25–2:40. J. Béreaud and staff. This course is based on discussion of articles published in the French press (*L'Express* magazine). A few recordings and films will also be used.

311 Advanced French Fall. 4 credits. Limited to 15 students. Prerequisite: French 204 or 212 or placement by the Cornell Advanced Standing Examination (CASE). Offered by the Department of Romance Studies.

M W F 10:10, J. Béreaud; M W F 12:20, Staff; M W F 1:25, Staff.

All-skills course. Detailed study of present-day syntax. Reading and discussion of texts of cultural relevance. Weekly papers.

312 Advanced French Spring. 4 credits. Limited to 15 students. Prerequisite: French 311 or placement by the Cornell Advanced Standing Examination (CASE). Offered by the Department of Romance Studies.

M W F 10:10 or 11:15. J. Béreaud and staff. Continuation of work done in French 311. Less emphasis will be placed on study of grammar, more on the examination of texts, on questions of style, and on oral presentation by students. Weekly papers.

401 History of the French Language Fall. 4 credits. Prerequisites: qualification in French and Linguistics 101, or permission of instructor. Offered alternate years.

M W F 2:30. J. S. Noblitt. Diachronic development of French from Latin, with emphasis on phonological and morphological change. Course work includes problems in reconstruction, textual analyses, discussions of theoretical topics, and external history.

[407 Applied Linguistics: French] Fall. 4 credits. Prerequisite: qualification in French. Offered alternate years. Not offered 1988–89; next offered 1989–90.

M W F 10:10. J. S. Noblitt. Designed to equip the student with the ability to apply linguistic descriptions in teaching French, with special emphasis on phonetics and morphology.]

[408 Linguistic Structure of French I] Fall. 4 credits. Prerequisite: qualification in French and Linguistics 101, or permission of instructor. Not offered 1988–89; next offered 1989–90.

Hours to be arranged. L. Waugh. A synchronic study and analysis of modern French, with emphasis on its phonology, morphology, and syntax.]

410 Linguistic Structure of French II Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years.

Hours to be arranged. L. R. Waugh. A synchronic study and analysis of modern French, with emphasis on semantics, pragmatics, and discourse analysis.

[424 Composition and Style] 4 credits. Not offered 1988–89.]

602 Linguistic Structure of Old and Middle French Spring. 4 credits. Prerequisite: French 408 or permission of instructor. Offered alternate years.

Hours to be arranged. J. S. Noblitt. Through the study of Old and Middle French texts, students analyze synchronically aspects of the grammar of the language at different periods.

[604 Contemporary Theories of French Grammar] Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

Hours to be arranged. L. Waugh. Selected readings of twentieth-century French linguistics.]

630 French for Reading—Graduate Students Spring. 3 credits. Limited to graduate students.

Hours to be arranged. Staff. The primary aim of this course is to develop skill in reading French. (Those interested in an all-skills approach should consider French 121–122.) Some flexibility in selecting texts according to field of interest is offered. One hour per week is devoted to vocabulary building and preparation for standardized tests.

700 Seminar in French Linguistics Fall or spring, according to demand. Credit to be arranged.

Hours to be arranged. Staff. Seminars are offered according to faculty interest and student demand. Topics in recent years have included current theories in French phonology, current theories in French syntax, and semantics of French.

Literature

105 Freshman Writing Seminar: The French Novel Spring. 3 credits.

M W F 11:15. R. Possen. Evolution of the French novel from the seventeenth century to the present. Discussion of novels by such writers as Madame de Lafayette, Laclos, Stendhal, Flaubert, Malraux, Sartre, and Robbe-Grillet (readings in English translations).

[107 Freshman Writing Seminar: Readings in Modern Literature] 3 credits. Not offered 1988–89.]

109 Freshman Writing Seminar: Techniques of Interpretation: An Introduction to Semiotics (also Romance Studies 109) Fall or spring. 3 credits.

M W F 9:05 or 1:25. L. Waugh and staff. In its broadest meaning semiotics is the study of signs that carry information: roadside signs, fashions, advertisements, publicity posters, literary modes. This course, which does not presuppose prior technical knowledge, will introduce the students to a critical reading of signs: the signifier (the concrete expression of the sign) and the signified (the message) and their various interactions. Exercises will be essays on how to analyze various signs taken from practical experience, such as advertisements from magazines or T.V. or from cultural phenomena (fashion codes, artistic modes).

201 Introduction to French Literature Fall, spring, or summer. 3 credits. Prerequisite: a CPT score of 600 or higher or a 200-level language course. French 201 serves as a prerequisite for all 300-level courses in French literature and is required of all majors. The course is divided into small sections. Some are taught entirely in French; the others are taught in English. (For times of the all-French sections, see the supplemental course description available in Goldwin Smith 283.) Readings for all sections are the same and all in French. Papers may be written in French or in English.

Fall: M W F 9:05, D. Grossvogel; M W F 10:10, R. Possen; M W F 11:15, J. Ngate; M W F 12:20, staff; M W F 1:25, staff; T R 8:40–9:55, staff; T R 11:40–12:55, R. Klein. Spring: M W F 10:10, staff; M W F 11:15, R. Klein; M W F 12:20, staff; T R 10:10–11:25, J. Béreaud; T R 1:25–2:40, staff.

Stress is on the development of reading skills and, more generally, on cultural, sociological, and aesthetic implications of the texts. Reading will include works of nineteenth- and twentieth-century authors such as Baudelaire, Mallarmé, Flaubert, Sartre, Camus, and Beckett.

202 Studies in French Literature Fall or spring. 3 credits. Prerequisite: French 201 or a CPT achievement score of 650 or more (students who have not taken French 201 should obtain consent of instructor; those with scores in the 560–649 range should see the description of French 200 and 201). Required of all majors, but not limited to them. A fee is charged for a number of short texts distributed by the instructor. Conducted in French.

Fall: M W F 12:20 or T R 11:40–12:55; spring: M W F 12:20 or 1:25 or T R 11:40–12:55. P. Lewis and staff. Study of the classic literature of seventeenth-century France (Corneille, Racine, Molière, Madame de Lafayette) and its immediate forebears (Montaigne) and successors in the Enlightenment (Voltaire, Rousseau, Diderot, Beaumarchais). Special attention will be paid to the connections between classicism and humanistic trends.

309 Mystery and the Mystery Story (also Comparative Literature 309) Spring. 4 credits. Conducted in English.

T R 1:25–2:40. D. Grossvogel. Why do we read mystery novels? Are they really concerned with mystery? Are they fit material for an academic curriculum? These and other questions will be raised through the reading of certain writers as Agatha Christie and Georges Simenon, as well as through that of others like Borges and Kafka, who wrote tales of detection that secrete an entirely different kind of mystery.

[318 Music and Poetry in France: Late Middle Ages and Renaissance (also French 618 and Music 373/673)] 4 credits. Not offered 1988–89.]

320 French Civilization Fall. 4 credits. Prerequisite: proficiency in French (typically taken after French 204 or 212). Conducted in French. M W F 11:15. J. Béreaud.

Study of contemporary France: its resources, institutions, culture, and attitudes. Students will be expected to research topics for papers and oral presentation. Audiovisual materials will be used.

330 Francophone African Literature Fall. 4 credits. M W F 1:25. J. Ngate.

Introduction to the works of representative poets, dramatists, novelists, and short story writers from sub-Saharan African and Madagascar. L. S. Senghor, C. Laye, F. Oyono, J.-J. Rabearivelo, S. Labou Tansi, and the Afro-Caribbean Aimé Césaire will be among the writers whose works will be read. The focus will be on the twentieth century and the nature of these writers' relationships both with the West and with Africa.

331 Masterpieces of French Drama I: The Classical Era Fall. 4 credits. Conducted in French. T R 1:25–2:40. E. Morris.

This course aims both to introduce the student to the history of French theater from its Medieval origins to the French Revolution and to discuss in detail the several major plays of the neoclassical period. Dramatists whose works will be read will include, from the seventeenth century, Corneille, Racine, and Molière and, from the eighteenth century, Marivaux and Beaumarchais.

332 Masterpieces of French Drama II: The Comic in the Modern Era Spring. 4 credits. Conducted in French. T R 8:40–9:55. D. Grossvogel.

The history of French theater is followed from romanticism to the present, with emphasis on theatrical experiments in the twentieth century. Plays to be studied will be chosen from works by such authors as Hugo, Musset, Jarry, Claudel, Giraudoux, Cocteau, Sartre, Beckett, and Ionesco.

333 Contemporary French Thought Spring. 4 credits. Conducted in French. M W F 12:20. R. Klein.

Major figures in contemporary French thought, beginning with Sartre, will be introduced through their treatment of artistic, particularly literary, topics. Readings will focus on the work of Lévi-Strauss, Todorov, Lacan, Derrida, Foucault, Cixous, and Baudrillard—figures identified with intellectual developments in France since the events of May 1968. Students will be encouraged to do all the reading in French, but English translations of the originals will be available.

[334 The Novel as Masterwork] 4 credits. Not offered 1988–89.]

[335 Romance to Revolution: The French Novel before 1789] 4 credits. Not offered 1988–89.]

[338 French Poetry from Its Origins to the Revolution of 1789] 4 credits. Not offered 1988–89.]

[354 New Prose, Old Prose] 4 credits. Not offered 1988–89.]

[358 Gustave Flaubert] 4 credits. Not offered 1988–89.]

[362 Poems, Institutions, and Other Fictions in the Realm of Francis the First (also History 362)] 4 credits. Not offered 1988–89.]

[369 Comic Theater in the Seventeenth Century] 4 credits. Not offered 1988–89.]

[370 The Age of Enlightenment] 4 credits. Not offered 1988–89.]

371 Eighteenth-Century Theater 4 credits. Not offered 1988–89.]

[372 Reading Order of Tragedy] 4 credits. Not offered 1988–89.]

[375 Eighteenth-Century Novel] 4 credits. Not offered 1988–89.]

[379 Victor Hugo—Romantic Movement] 4 credits. Not offered 1988–89.]

[380 Introduction to French Romanticism] 4 credits. Not offered 1988–89.]

[385 Experimental and Contemporary French Novels: Subversion of the Novelistic Genre from Diderot to the Present] 4 credits. Not offered 1988–89.]

[388 The French Lyric Romance from Symbolism to Surrealism] 4 credits. Not offered 1988–89.]

389 French Romanticism (also Women's Studies 493) Spring. 4 credits. Prerequisite: French 202 or permission of instructor. Conducted in French. T R 10:10–11:25. N. Furman.

The history and literature of the French romantic period will be studied through the essays, poetry, plays, and novels of such authors as Hugo, Lamartine, Vigny, Nerval, Musset, Stendhal, and Balzac.

[390 Modern French Criticism] 4 credits. Not offered 1988–89.]

[395 Camus and His Contemporaries] 4 credits. Not offered 1988–89.]

396 The Contemporary French Novel: 1950 to the Present Spring. 4 credits. Conducted in French. T R 11:40–12:55. S. Tarrow.

A selection of novels by French Canadian and North African writers will show that the novel is still a viable literary form in contemporary France. Discussions will focus on narrative techniques and forms as well as on the philosophical and political intention of the authors and their relation to current social and political changes in the country of origin. Texts will be chosen from such writers as Duras, Lainé, Modiano, Robbe-Grillet, Wittig, Djébar, Ben Jelloun, Hébert, and Quénéflec.

[398 Six French Poets] 4 credits. Not offered 1988–89.]

404 Cogito Ergo Sum: Thought and Existence from Descartes to Sartre (also Comparative Literature 404 and Romance Studies 404) Spring. 4 credits.

W 2:30–4:25. W. Holdheim. The course will trace the development of the Cartesian cogito, as the founding principle of modern subjectivity in both philosophy and literature, through a reading of representative works from Descartes to Sartre. Readings will among others include Kierkegaard, Husserl, Unamuno, and representative romantic and postromantic tales and autobiographical writings.

419–420 Special Topics in French Literature 419, fall; 420, spring. 2–4 credits each term. Prerequisite: permission of instructor. Staff. Guided independent study of special topics.

429–430 Honors Work in French 429, fall; 430, spring. 4 credits each term, with permission of the adviser. Open to juniors and seniors. Consult the director of the honors program, R. Klein.

[447 Medieval Literature] 4 credits. Not offered 1988–89.]

448 Medieval Literature Spring. 4 credits. Prerequisite: French 201 or permission of instructor. Conducted in English.

M W F 9:05. A. Colby-Hall. Deals with the romance and the lyric. Facility in reading Old French and appreciation of these two major genres are the primary goals of this course.

[452 Theatre in Sixteenth-Century France] 4 credits. Not offered 1988–89.]

[456 Diverse Poetries in Sixteenth-Century France] 4 credits. Not offered 1988–89.]

[457 Rabelais] 4 credits. Not offered 1988–89.]

[458 Montaigne] 4 credits. Not offered 1988–89.]

459 Petrarchism and the Lyric Experience in France (also French 659) Fall. 4 credits. Conducted in French.

R 2:30–4:25. R. Klein. This course will trace the history in French poetry of a characteristic Petrarchan experience, the epiphantic encounter with an idealized woman. It will examine the way the conversion it effects has been variously lived and represented in poetry of the sixteenth century, in the French Baroque, and in romanticism. Baudelaire is taken to be a turning point, where the possibility of the lyric experience is challenged by the shock of industrial modernity and by the emergence of an altered feminine persona. The course will conclude by examining echoes of Petrarchism in selected works of the symbolists and in Surrealism. Theoretical texts on the nature of the lyric and on the concept of experience will be read in conjunction.

[460 The Moral Tradition (also French 660)] 4 credits. Not offered 1988–89.]

[461 The Theater of Molière] 4 credits. Not offered 1988–89.]

[462 Racine (also French 662)] 4 credits. Not offered 1988–89.]

[470 Perspectives on the Age of Enlightenment] 4 credits. Not offered 1988–89.]

[473 Diderot and the Enlightenment] 4 credits. Not offered 1988–89.]

[485 Reading Workshop: The Short Story] 4 credits. Not offered 1988–89.]

[487 Rimbaud and the Question of Reading] 4 credits. Not offered 1988–89.]

[488 Baudelaire] 4 credits. Not offered 1988–89.]

493 French Feminisms (also Women's Studies 493) Fall. 4 credits. Conducted in English.

T R 10:10–11:25. N. Furman.
This course will examine the political, theoretical, and literary concerns of contemporary French writers who have addressed "la question de la femme/la question du féminin." Readings will include representative texts by Simone de Beauvoir, Monique Wittig, Julia Kristeva, Jacques Lacan, Luce Irigaray, Jacques Derrida, and Hélène Cixous.

[494 Surrealism] 4 credits. Not offered 1988–89.]

[496 The Early Twentieth-Century French Novel (also Comparative Literature 496)] 4 credits. Not offered 1988–89.]

[497 Poetry since Baudelaire] 4 credits. Not offered 1988–89.]

[498 Dostoevsky, Mann, and Gide (also Comparative Literature 498)] 4 credits. Not offered 1988–89.]

499 Fiction and Film in France (also Comparative Literature 499) 4 credits. Not offered 1988–89.]

607 Proseminar: The Interpretation of Texts Fall. 4 credits. Prerequisite: fluency in French. Required of first-year graduate students.
W 4:30–6. D. Grossvogel.

This seminar will introduce graduate students to an analysis of texts, using existentialism as its focus. The dramatic, philosophical, and social implications of Sartre and Genet will be examined from the starting point of their convergence in Sartre's *Saint Genet*. Some of the meetings may be organized around the presentation by a visitor in order to deepen or extend the problems of literary history and theory suggested by the course.

[608 Proseminar] 4 credits. Not offered 1988–89.]

[618 Music and Poetry in France: Late Middle Ages and Renaissance (also French 318 and Music 373/673)] 4 credits. Not offered 1988–89.]

[638 Historical French Phonology] 4 credits. Not offered 1988–89.]

639–640 Special Topics in French Literature 639, fall; 640, spring. 4 credits each term.
Staff.
Guided independent study for graduate students.

[644 Medieval Seminar: The Old French Epic] 4 credits. Not offered 1988–89.]

[646 Medieval Seminar: Villon] 4 credits. Not offered 1988–89.]

[648 Medieval Seminar: *Le Roman de la Rose*] 4 credits. Not offered 1988–89.]

659 Petrarchism and the Lyric Experience in France (also French 459) Fall. 4 credits. Conducted in French.
R 2:30–4:25. R. Klein.
For description see French 459.

[660 The Moralism Tradition (also French 460)] 4 credits. Not offered 1988–89.]

[661 Racine and His Critics] 4 credits. Not offered 1988–89.]

[662 Racine (also French 462)] 4 credits. Not offered 1988–89.]

[663 La Fontaine and Perrault: Fables, Tales, and Narrative Traps] 4 credits. Not offered 1988–89.]

665 The Emergence of Aesthetics Spring. 4 credits. Conducted in French.
M 2:05–4:25. P. Lewis.

The explicit conceptualization of aesthetics as a discrete domain of inquiry and reflection in the middle of the eighteenth century is prepared by more than a century of development in a sphere that we now identify, retrospectively, as that of neoclassical aesthetics. This course will study the conceptual underpinnings of French classicism in works by Descartes, Pascal, Bouhours, d'Aubignac, Félibien, Fénelon, Perrault, and Bayle that deal with sight, vision, and perspective. It will then proceed to ask how such writers as Boileau, La Fontaine, La Bruyère, Marivaux, Voltaire, Rousseau, and Diderot appropriate the understanding of the visual order in their evaluative discourse on art and literature.

[666 Seventeenth-Century Seminar: Moralities in Fiction: The Classical Moment (also Comparative Literature 666)] 4 credits. Not offered 1988–89.]

[669 Seventeenth-Century Seminar: Illusion and Representation] 4 credits. Not offered 1988–89.]

[679 Comedy and Philosophy in the French Enlightenment] 4 credits. Not offered 1988–89.]

[688 Gerard de Nerval] 4 credits. Not offered 1988–89.]

[689 Bohemians and Dandies] 4 credits. Not offered 1988–89.]

[690 André Gide (also Comparative Literature 695)] 4 credits. Not offered 1988–89.]

[691 Laughter] 4 credits. Not offered 1988–89.]

[692 Sartre and Genet] 4 credits. Not offered 1988–89.]

[693 Nineteenth-Century Seminar] 4 credits. Not offered 1988–89.]

[694 Surrealism] 4 credits. Not offered 1988–89.]

695 Theorizing Film: Image-Narration-Psychoanalysis (also English 703) Fall. 4 credits.
Hours to be arranged. T. Murray.

The seminar will discuss analyses of image, narrative, and psychoanalysis that are grounded in the theory of film. Special consideration will be given to the relation of filmic form to imagistic and narrative representations of subjectivity and gender-representations essential to the discourse of psychoanalysis. Incorporating reading selections from a broad range of film theory, the seminar will be organized around conceptual topics such as the cinematic apparatus (Comolli, Baudry, Lyotard, Rose), montage (Heath, Lacan, Eisenstein, Aumont), perspective and phenomenology (Merleau-Ponty, Cavell, Lyotard, Deleuze), the filmic gaze (Metz, Mulvey, Silverman, Irigaray), desire in narrative (Barthes, de Lauretis, Ropars-Wuilleumier, Doane), and image as woman (Kuhn, Doane, Turim). Readings will be grouped to correspond with the viewing and study of a limited number of films that have attracted wide theoretical discussion. Informal seminar presentations and a term paper will be required.

German

D. Bathrick, B. Buettner, H. Deinert (director of undergraduate studies [literature]), 188 Goldwin Smith Hall, 255-5265), I. Ezergailis, S. L. Gilman, A. Groos, W. Harbert, P. U. Hohendahl, J. H. Jasanoff, H. L. Kufner (director of undergraduate studies [language]), 211 Morrill Hall, 255-0723), C. A. Martin, L. M. Olschner, G. Waite

The German Major

Students majoring in German are encouraged to design their programs in a manner that will allow for diversity in their courses of study. It should enable them to become acquainted with an adequate selection of major works, authors, and movements of German literature and to develop their skill in literary analysis. Students majoring in German will normally proceed through German 201, 202, 203, 204. Students who, because of previous training, are qualified to enroll in 300- or 400-level courses will be permitted to do so. For details, students may consult the major advisers, H. Deinert, in the Department of German Literature, or H. L. Kufner, in the Department of Modern Languages and Linguistics. Students majoring in German are expected to complete successfully a minimum of six 300- and 400-level courses in addition to German 303–304. These courses should be a representative selection of subjects in German literature, Germanic linguistics, or both. The attention of students majoring in German is called to the courses offered by departments and programs such as Comparative Literature, History, History of Art, Government, Music, Society for the Humanities, Theatre Arts, and Women's Studies, many of which complement the course offerings in German.

Students majoring in German are expected to become competent in the German language. This competence is normally demonstrated by the successful completion of German 304. Placement of German majors who have done no work in German at Cornell will be determined by the level of preparation they have obtained elsewhere. For information, students should consult the major advisers, H. Deinert or H. L. Kufner.

Study Abroad

Cornell has a formal agreement with the University of Hamburg enabling its undergraduates to take courses in any field offered by the German university. The program offers a challenging course of study and the experience of total immersion in German life and culture. Participants in this program attend a required 3-credit orientation course in September, which is designed to help them adjust to the academic and social life of Germany. Special field trips are organized as part of the orientation session. Beginning in mid-October, students enroll as fully matriculated students at the University of Hamburg.

Cornell maintains a center in Hamburg with appropriate support staff. The resident director is a faculty member from Cornell, who teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a classroom, a small library, and word-processing facilities, is used by students for the orientation session, special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in German prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. For further information, students should contact the director of undergraduate studies and the director of Cornell Abroad.

German Area Studies Major

The German area studies major is intended for students who are interested in subject matter related to German-speaking countries but not necessarily or not exclusively in German literature or linguistics. Students will select appropriate courses offered in history, government, economics, music, theater arts, or other suitable subjects. These students will select a committee of two or more faculty members to help them design a program and supervise their progress. One committee member must be from the German faculty of either the Department of Modern Languages and Linguistics or the Department of German Literature. The other member(s) should represent the student's main area of interest.

The student majoring in German area studies is expected to become competent in the German language. Such competence is normally demonstrated

by successful completion of German 304. A minimum of six area courses above the 200 level is required for the major.

Students coming to Cornell with advanced standing in German and/or another subject often find it possible to complete two majors. Recent double majors have combined history and German, psychology and German, chemistry and German, and biology and German.

Honors. The honors program in German is open to superior students who want to work independently in an area of their own choice. Students are free to select any faculty member of the Field of Germanic Studies (in the case of area studies majors, the appropriate member of their committee) to assist them in designing their honors program, to supervise their work, and to help them select a suitable topic for an honors essay. The independent study courses, German 451 and 452, may form part of the program.

Freshman Writing Seminar Requirement

The following courses will satisfy the freshman writing seminar requirement: German 109, 151, 175, 211, and 312. For details students should consult the instructors.

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

Languages and Linguistics

121–122 Elementary Course 121, fall or summer; 122, spring or summer. 4 credits each term. Prerequisite for German 122: German 121 or equivalent. Intended for beginners or students placed by examination. Students who obtain a CPT score of 560 after German 121–122 attain qualification and may enter the 200-level sequence; otherwise German 123 is required for qualification.

Lec, T 9:05, 11:15, or 1:25; drills, M W F 8, 9:05, 10:10, 11:15, 12:20, 1:25, or 2:30. H. L. Kufner. A thorough grounding in all the language skills is given: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar, reading, and cultural information.

123 Continuing German Fall, spring, or summer. 4 credits. Limited to students who have previously studied German and have a CPT achievement score between 450 and 559. Satisfactory completion of German 123 fulfills the qualification portion of the language requirement.

Fall: lec, M 2:30; drills, T–F 9:05, 10:10, 11:15, or 12:20. Spring: lec, M 2:30; drill, T–F 10:10 or 12:20. H. L. Kufner.

An all-skills course designed to prepare students for study at the 200 level.

203 Intermediate Composition and Conversation Fall, spring, or summer. 3 credits. Prerequisite: qualification in German (German 123 or CPT score 560–649).

Fall: M W F 9:05, 10:10, 12:20, or 1:25. Spring: M W F 9:05, 10:10, or 1:25. Staff.

Guided conversation, composition, reading, and grammar review emphasizing the development of accurate and idiomatic expression.

204 Intermediate Composition and Conversation Fall or spring. 3 credits. Prerequisite: German 203 or permission of instructor.

Fall: M W F 11:15 or 1:25. Spring: M W F 10:10, 11:15, or 1:25. Staff.

303–304 Advanced Composition and Conversation 303, fall; 304, spring. 4 credits each term. Prerequisite for German 303: German 204 or equivalent. Prerequisite for German 304: German 303 or equivalent.

Fall: M W F 11:15; spring: M W F 11:15. Staff. Emphasis is on increasing the student's oral and written command of German. Detailed study of present-day syntax and different levels of style.

306 Zeitungsdeutsch Fall. 4 credits. Prerequisite: German 304 or equivalent. M W F 12:20. E. Augsberger.

401 Introduction to Germanic Linguistics Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Offered alternate years.

Hours to be arranged. W. E. Harbert. Survey of major issues in Germanic linguistics, with emphasis on historical and dialectal problems.

[402 History of the German Language] Spring. 4 credits. Prerequisite: German 204 and Linguistics 101 or permission of instructor. Offered alternate years. Not offered 1988–89.

Hours to be arranged. Staff. Phonological, morphological, syntactic, and semantic developments from pre-Old High German times to the present.]

[403 Modern German Phonology] Fall. 4 credits. Prerequisites: German 304 or equivalent, and Linguistics 101 or 301. Not offered 1988–89.

Hours to be arranged. Staff. The phonological system of German is viewed from various theoretical approaches.]

404 Modern German Syntax Spring. 4 credits. Prerequisites: German 304 or equivalent, and Linguistics 101 or 303.

Hours to be arranged. W. E. Harbert. An application of selected theoretical syntactic models to problems in the syntax of modern German.

[405 German Dialectology] Spring. 4 credits. Prerequisite: German 304 or equivalent, and Linguistics 101 or equivalent. Not offered 1988–89.

Hours to be arranged. H. L. Kufner. Survey of German dialects, the work done at the *Sprachatlas*, and a discussion of modern approaches to dialectology.]

[406 Runology] Fall. 4 credits. Prerequisite: German 401. Not offered 1988–89.

Hours to be arranged. Staff. A study of the inscriptions in the older *futhark* and their relevance to historical Germanic linguistics.]

407 Applied Linguistics: German Fall. 4 credits. M W F 9:05. H. L. Kufner.

Designed to equip the teacher of German with the ability to apply current linguistic theory to the second-language learning situation.

[408 Linguistic Structure of German] Spring. 4 credits. Prerequisites: German 204 and Linguistics 101–102, or permission of instructor. Not offered 1988–89.

Hours to be arranged. H. L. Kufner. A descriptive analysis of present-day German, with emphasis on phonology and syntax.]

[602 Gothic] Spring. 4 credits. Prerequisite: Linguistics 101. Not offered 1988–89.

Hours to be arranged. W. E. Harbert. Linguistic structure of Gothic, with extensive readings of Gothic texts.]

603 Old High German, Old Saxon Fall. 4 credits. Prerequisite: Linguistics 102. Offered alternate years. Hours to be arranged. J. Jasanoff.

[604 Old Low Franconian, Old Frisian] Spring. 4 credits. Prerequisite: Linguistics 102. Offered alternate years. Not offered 1988–89. Hours to be arranged. Staff.]

[605 Structure of Old English] Fall. 4 credits. Prerequisite: German 401. Not offered 1988–89. Hours to be arranged. W. E. Harbert. Linguistic overview of Old English, with emphasis on phonology and syntax.]

[606 Topics in Historical Germanic Phonology] Fall. 4 credits. Prerequisite: German 401. Not offered 1988–89.

Hours to be arranged. Staff. The development of the sound system from Proto-Germanic to its daughter languages.]

[607 Topics in Historical Germanic Morphology] Fall. 4 credits. Prerequisite: German 401. Not offered 1988–89.

Hours to be arranged. J. Jasanoff. The Germanic verbal system and its Indo-European origins.]

[608 Topics in Historical Germanic Syntax] Fall. 4 credits. Prerequisite: German 401. Not offered 1988–89.

Hours to be arranged. W. E. Harbert. A diachronic and comparative investigation of syntactic processes in the older Germanic languages.]

609–610 Old Norse 609, fall; 610, spring. 4 credits each term.

Hours to be arranged. Staff. Study of the linguistic structure of Old Norse, with extensive reading of Old Norse texts.

[611 Readings in Old High German and Old Saxon] Spring. 4 credits. Not offered 1988–89.

Hours to be arranged. J. Jasanoff. Texts are chosen to suit the interests of the students taking the course but normally include selections from the more extensive Old High German and Old Saxon sources (Otfrid, Tatian, *Heliand*) as well as representative shorter works such as *Hildebrandslied*, *Muspilli*, and *Genesis*.]

[612 Germanic Tribal History] Spring. 4 credits. Prerequisite: German 401. Not offered 1988–89.

Hours to be arranged. Staff. The history of the Germanic tribes from about 500 B.C. to A.D. 500; introduces the study of Proto-Germanic and the separation of the Germanic languages.]

631–632 Elementary Reading I 631, fall or summer; 632, spring or summer. 3 credits each term. Limited to graduate students. Prerequisite for German 632: German 631 or equivalent.

M W F 9:05. D. McGraw. Emphasis is on developing skill in reading, although some attention will be devoted to the spoken language, especially to listening comprehension.

710 Seminar in Germanic Linguistics Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Hours to be arranged. Staff.

[720 Seminar in Comparative Germanic Linguistics] Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1988–89.

Hours to be arranged. Fall: staff; spring: W. Harbert. Topics include phonology, morphology, syntax, and dialectology of the older Germanic languages.]

[730 Seminar in German Linguistics] Fall or spring, subject to the needs of students and the limitations of staff time. 4 credits. Not offered 1988–89.

Hours to be arranged. Staff. Selected topics including the history, structure, and dialects of German.]

[740 Seminar in Dutch Linguistics] Fall, subject to the needs of students and to the limitations of staff time. 4 credits. Not offered 1988–89.

Hours to be arranged. Staff. Selected topics including the history, structure, and dialects of modern Dutch.]

Literature

Freshman Writing Seminars

109 Fairy Tales and the Literary Imagination Fall or spring. 3 credits.

M W F 8, 9:05, 10:10, 11:15, or 12:20 or T R 8:40–9:55. Fall: I. Ezergailis; spring: L. M. Olschner and staff.

Starting with the fairy-tale collection of the Brothers Grimm, we will trace the reverberation of fairy-tale elements in German literature, primarily from the nineteenth century. Preoccupation with the writing process—especially in the German romantic tradition—will be fruitful for the development of writing skills.

151 Kafka, Hesse, Brecht, and Mann Fall or spring. 3 credits.

Lec, M 10:10; secs, W F 10:10 or T R 11:15.

H. Deinert and staff.

This course will be based on complete works (in English translation) by four representative German authors of the first half of the century. Although dealing with works of great popular appeal (*Demian*, *Siddhartha*, *Death in Venice*, *The Metamorphosis*, *Mother Courage*, *Galileo*, and others), the emphasis of the course will be on improving writing skills. We will meet once a week for a combined lecture. In addition, there will be regular conferences between students and their instructors to discuss the papers.

175 German Cinema Fall or spring. 3 credits.

T R 10:10–11:25 or 11:40–12:55. Staff.

How do you look at movies? How do you look at German movies? How do you talk and write about what you see? This freshman writing seminar has three primary and interrelated aims: (1) to provide students with the tools necessary to view all movies analytically and critically; (2) to sharpen students' abilities to articulate their ideas, in this case their ideas about what they see; and (3) to introduce students to the history (from the earliest silent flicks, through the Nazi period, up to the present scene) of one of the most exciting and influential cultural practices: German cinema. No knowledge of German is required: all films will have subtitles or be dubbed, or translated scripts will be provided. You will write many short papers that will be returned with great attention to analytic and writing skills. Lectures, classroom discussions, and screenings.

Courses Offered in German

201 Introduction to German Literature I: Prose

Fall or spring. 3 credits. Prerequisite: qualification in German or permission of instructor. Taught in German. Fulfills both the language proficiency requirement and, followed by German 202 or another German literature course at the 200 level or above, the humanities distribution requirement.

Fall: M W F 12:20 or T R 10:10–11:25; spring: M W F 12:20. H. Deinert and staff.

An intermediate course designed to improve reading, writing, speaking, and listening skills in German. Emphasis is placed on developing reading competency, tools of literary analysis, and expansion of vocabulary. Grammar review included. The complexities of inner and outer reality as expressed in selected prose works of Bachmann, Brecht, Kafka, Mann, Dürrenmatt, Aichinger, and others.

202 Introduction to German Literature II: Drama

Fall or spring. 3 credits. Prerequisite: German 201 or permission of instructor. Taught in German. Fulfills both the language proficiency requirement and, together with German 201 or another German literature course at the 200 level or above, the humanities distribution requirement.

Fall: T R 1:25–2:40; spring: M W F 9:05 or T R 11:40–12:55. L. M. Olschner and staff.

An intermediate course designed to improve reading, writing, speaking, and listening skills in German. Emphasis is placed on developing reading competency, tools of literary analysis, and expansion of vocabulary. Self-confrontation and social conflict in the plays of major Austrian, Swiss, and German dramatists, including Dürrenmatt, Brecht, Frisch, Hofmannsthal, Goethe, and Schiller.

211 Intensive Workshop in Germanic Studies for Freshmen I Fall. 6 credits. Intended for entering freshmen with extensive training in the German language (CPT achievement score of 650 or comparable evidence; please consult instructor).

Taught in German. Satisfies the language and distribution requirements or the freshman writing seminar requirement.

T R 1:25–3:20. H. Deinert.

Not intended as a survey but rather as a rigorous seminar designed to familiarize students with literary forms and the tools of critical analysis. The course will provide an intensive introduction to the study of German literature through the discussion of exemplary prose works, dramas, and poems from the eighteenth century to the present.

305 Modern Germany Spring. 4 credits.

Prerequisite: German 202 or equivalent. Taught in German.

T R 1:25–2:40. Staff.

Introduction to the history of postwar Germany, the development of the two Germanys, and their societies. The emphasis is on cultural and social institutions such as mass media, educational systems, and political parties. Students will have the opportunity to practice their spoken and written German.

312 Intensive Workshop in Germanic Studies for Freshmen II Spring. 4 credits. May be used to satisfy the Freshman Seminar requirement. Taught in German.

T R 1:25–3:20. H. Deinert.

Designed primarily as a sequel to German 211. Emphasis is on German literature since 1900 (T. Mann, Hesse, Kafka, Brecht, Dürrenmatt, Peter Weiss, Plenzdorf, Rilke, Benn, Celan). Supplementary reading from contemporary philosophy, psychology, sociology, and political theory.

337 The German Novelle Fall. 4 credits.

Prerequisite: German 201–202 or permission of instructor. Taught in German.

M W F 9:05. B. Buettner.

An investigation of the development of the German *Novelle* as a major literary genre during the nineteenth and twentieth centuries. We will discuss the *Novelle* as a genre in relation to the changing literary and cultural context. Readings will include works by Goethe, Kleist, Tieck, Gotthelf, Hofmannsthal, Mann, and Grass.

353 Kleist Spring. 4 credits. Prerequisite: German 201–202 or permission of instructor. Taught in German.

W 1:25–3:20. H. Deinert.

Reading and analysis of selected dramas, novellas, and essays.

[354 Schiller Spring. 4 credits. Prerequisite:

German 201–202 or permission of instructor. Taught in German. Not offered 1988–89.

W 1:25–3:20. H. Deinert.

A discussion of Schiller's dramas, selected poetry, and philosophical and aesthetic writing against the political and intellectual background of eighteenth-century Europe.]

[355 The Age of Goethe Not offered 1988–89.]

[356 Goethe's *Faust* Not offered 1988–89.]

[357 Major Works of Goethe Spring. 4 credits.

Prerequisite: German 201–202 or permission of instructor. Taught in German. Not offered 1988–89.

W 1:25–3:20. H. Deinert.

Goetz, *Tasso*, *Iphigenie*, *Werther*, *Faust*, *Wahlverwandtschaften*, *Novelle*, selections from critical writings, and poetry.]

[358 Romanticism Fall. 4 credits. Prerequisite:

German 201–202 or permission of instructor. Taught in German. Not offered 1988–89.

M W F 10:10. G. Waite.

A systematic survey of texts of early German romanticism. We will focus primarily on a close reading of exemplary works but do so always with attention to the larger ideological, historical, and social contexts from which European literature of the late eighteenth and early nineteenth centuries emerged.]

[359 Heine and Büchner Spring. 4 credits.

Prerequisite: German 201–202 or permission of instructor. Taught in German. Not offered 1988–89.

T R 10:10–11:25. G. Waite.

This course will introduce major themes and problems of early to mid-nineteenth century German literature by way of a close, in-depth analysis of these two exemplary writers. Our special concern will be to discuss different modes of response by literature to the most pressing political and social issues of its day.]

[360 Naturalism and Feminism Not offered 1988–89.]

[362 Modern German Literature II: Twentieth-Century Prose Not offered 1988–89.]

[363 Contemporary Literature Not offered 1988–89.]

[364 German Lyric Poetry of the Nineteenth

Century Fall. 4 credits. Prerequisite: German 201–202 or permission of instructor. Taught in German. Not offered 1988–89.

T R 1:25–2:40. L. M. Olschner.

This course will cover the period from the mid-1790s to the mid-1890s and interpret major texts from the mature Goethe to the young Hofmannsthal. Readings and discussions will illuminate the development of individual poets in their time, the transformation of poetic speech, and the history of forms. Questions of poetics, forms, reception, canon, and influence; the problem of epoch designation; and the role of poetry and the poet in society will complement the analyses. In the context of the romantic identification of music and poetry we will hear musical settings of representative poetic texts (*Lieder* by Müller/Schubert, Heine/Schumann, Mörike/Wolf, and Rückert/Mahler.)]

[365 German Poetry of the Twentieth Century

Spring. 4 credits. Prerequisite: German 201–202 or permission of instructor. Not offered 1988–89.

M W F 10:10. L. M. Olschner.

The seminar will focus on close readings of selected exemplary texts. George, Hofmannsthal, and especially Rilke will provide the foundations upon which aspects of tradition, modernism, avant-gardism, and hermeticism can be defined and differentiated. Expressionism, dada, Surrealism, traditional and recent nature poetry, political poetry from the right and left, holocaust poetry, poetry of *Innerlichkeit*, and concrete poetry are the areas of primary interest.]

[376 Contemporary Soviet Latvian Literature

Fall. 4 credits. Prerequisite: permission of instructor. Taught in Latvian. Not offered 1988–89.

M W F 12:20. I. Ezergailis.

Analysis of the verse and prose of such world-caliber Soviet authors as Vācietis, Belševica, Ziedonis, Peters, and Ezera. We will also examine the social and political climate surrounding their work by reading current newspapers as well as literary and theoretical periodicals.]

Courses in English Translation

283 Contemporary European Society and Politics (also History 283 and Government 343) Fall. 4 credits.

T R 2:55–4:10. J. Pontusson.

An introduction to European societies, their development, and current dynamics. The course is designed for students with an interest in, or experience of, various European countries, who wish to increase their knowledge of Western Europe. There are no formal prerequisites.

[285 Contemporary European Society and Politics (also History 285 and Government 285)

Fall. 4 credits. Not offered 1988–89.

T R 2:30–3:45. S. L. Gilman, J. Pontusson.

This course is designed for students with an interest in, or experience of, various European countries, who wish to increase their knowledge of Western Europe. There are no formal prerequisites. This course provides a general introduction to modern European society and politics. Focusing on Britain and the countries of northern Europe, we will explore the meaning of current events and issues from a historical perspective. Topics for fall 1985 will include the legacy of colonialism, class culture and the role of organized labor, immigrant

workers and ethnic minorities, problems of national identities; new social movements (e.g., the 'Greens' in West Germany), and European perceptions of the United States. The course will pursue these themes and others through films, newspaper articles, and literature as well as critical writings.]

[314 Nietzsche, the Man and the Artist Spring. 4 credits. Not offered 1988–89.

T R 2:30–3:45. S. L. Gilman.
An intensive reading of selections from Nietzsche's poetry, letters, and philosophical writings: *The Birth of Tragedy*, *The Gay Science*, *Thus Spake Zarathustra*, *Beyond Good and Evil*, *Ecce Homo*. His work will be read in the intellectual context of his time and will be interpreted both as a reflection of his intellectual development and as a manifestation of his literary genius. In discussing the literary aspect of his work, close attention will be paid to Nietzsche's poetics.]

[320 Postwar German Novel Spring. 4 credits. Not offered 1988–89.

T R 10:10–11:25. I. Ezergailis.
A reading, in English translation, of such post-1945 German novelists as Grass, Böll, Johnson, and Christa Wolf. This course is recommended for the concentration in modern European studies.]

[327 Health and Disease (also Biology and Society 327 and Psychology 387) Fall. 4 credits. Not offered 1988–89.

M 1:25–3:25. S. L. Gilman and others.
Everyone knows what health and disease are. Or do they? This Common Learning course on health and disease will explore some of the cultural, psychological, philosophical, anthropological, medical, economic, and political dimensions of these concepts to show how various models of disease function in contexts from business to engineering, from the military to the medical profession. The course will be divided into two segments: the first will examine the general implications of concepts of health and illness; the second will study these general principles as reflected in the definition, treatment, and mythmaking surrounding one specific disease: schizophrenia. The course will draw on specialists from throughout the University.]

[348 Women in Medieval Literature (also Comparative Literature 349 and Women's Studies 349) Spring. 4 credits. Not offered 1988–89.

M W F 9:05. B. Buettner.
A study of women and their roles in the social order as portrayed in the literature of the Middle Ages. Readings will illustrate the range of attitudes toward women from asceticism and antifeminism to their idealization in courtly love lyric and romance. We will examine woman's putative influence in literature, both positive and negative, and on man and society, and the debates over woman's "proper" attitude and role. Works in English translation will include a play by Hroswitha of Gandersheim, the *Nibelungenlied*, *Willehalm*, selected Mariological and mystical poems, courtly love lyric, *Parzival*, and *Tristan and Isolde*.]

[349 Anti-Semitism in Germany and the Jewish Response (also Near Eastern Studies 349) Spring. 4 credits. Reading knowledge of German helpful, though the basic texts will be read in English. Not offered 1988–89.

T R 2:55–4:10. S. L. Gilman.
An overview of the history of German anti-Semitism from Luther to Hitler. Readings from political, theological, and literary texts ranging from the Church Fathers (as background to a reading of Luther) to the anti-Semitic literary novels of the nineteenth century to *Mein Kampf*. Parallel texts will be examined to judge the Jewish intellectual and literary response to evolving forms of German anti-Semitism.]

[350 Yiddish Literature in English Translation Not offered 1988–89.]

354 Modern Drama (also Theatre Arts 327 and Comparative Literature 354) Fall. 4 credits.

T R 12:10–1:25. D. Bathrick.
Readings in European drama from Ibsen to the present.

366 Broch and Musil Fall. 4 credits. There will be an additional discussion section for students who can read the original German.

M W F 12:20. I. Ezergailis.
We will read, in English translation, selected prose of two important and challenging authors whose works span the disintegration of the Austro-Hungarian empire and the forming of new configurations in politics, culture, and art. Along with their penetrating cultural critiques, they are also known for radical experimentation with form and genre.

374/674 Opera (also Music 374/674 and Italian 374) Fall. 4 credits. Prerequisite: Music 252 or proficiency in German or Italian.

T 1:25–4:25. A. Groos, R. Parker.
A team-taught study of major works of the German and Italian repertory between 1780 and 1920. Among the issues to be considered will be source-libretto and words-music relationships, reception, and criticism. Works to be studied will include operas by Mozart, Verdi, Wagner, Puccini, and Strauss.

[377 Topics in Yiddish Literature Not offered 1988–89.]

[381 Marxist Cultural Theory (also Comparative Literature 381) Fall. 4 credits. Not offered 1988–89.

T R 12:20–1:35. W. Cohen, P. Hohendahl.
A historical survey of leading European Marxist thinkers, offering a critical perspective on culture, particularly in relation to ideology. Mainly a close reading of selected texts but with consideration of historical contexts as well. Some emphasis on aesthetics and especially literary theory. Readings from Marx, Engels, Lukács, Gramsci, Brecht, Benjamin, Horkheimer, Adorno, Marcuse, Sartre, Althusser, and Williams.]

[396 German Film (also Comparative Literature 396 and Theatre Arts 396) Fall. 4 credits.

Requirements: participation in class discussion, one paper, midterm, and final. Not offered 1988–89.
T R 11:40–12:55; screening, T 4:30. D. Bathrick.
The goal of the course is to explore the form and context of German film in relation to the cultural and sociopolitical context of which it is a part. Accordingly, the material discussed will be divided into three major periods: Weimar film, 1918–1933; Nazi film 1933–1945; Postwar film, 1945–present. Readings and lectures will be devoted to formal and cultural developments in the history of German film as well as interpretive analysis of selected individual films. In both lectures and discussions, particular emphasis will be placed on helping students develop an appropriate method for viewing and analyzing films.]

[399 Forms of Opposition: German Women Writers on the Nazi Period (also Comparative Literature 399 and Women's Studies 399) Not offered 1988–89.]

409 The Double Identity Crisis: German-Jewish Women from Rahel Varnhagen to Hannah Arendt (also Near Eastern Studies 409, Women's Studies 409, and Society for the Humanities 409) Fall. 4 credits.

M 12:20–2:15. A. Colin.
Through an analysis of texts by Rahel Varnhagen, Rosa Luxemburg, Else Lasker-Schüler, Nelly Sachs, Rose Ausländer, Hannah Arendt, and other German-Jewish women, this seminar will explore their diverse attempts to cope with a double identity crisis, internalized prejudices, religious beliefs, and cultural patterns, as well as changing social roles. It will discuss the impact of their fatal double bind on the development of feminist movements in German-speaking countries as well as on German-Jewish intellectual history, psychoanalysis, philosophy, and literature.

[419 Thomas and Heinrich Mann Fall. 4 credits. Not offered 1988–89.

M W F 12:20. I. Ezergailis.
We will read, in translation, a group of texts by Thomas and Heinrich Mann (including *Buddenbrooks*, *Doctor Faustus*, *Henri VI*) and consider them as autonomous

works and as witnesses to the dynamic of a brothers' strife that illuminates not only a model of psychological tensions but highly significant cultural and political configurations of a decisive time in German history. This is indeed "a brotherhood in which German history was mirrored . . . in all its agony." Essayistic and publicistic texts of both brothers will also be analyzed along with some of their correspondence. We will also read some background material to provide the needed social, political, and intellectual context. This course is recommended for the concentration in modern European studies.]

438/648 East and West German Drama: Post-1945 (also Theatre Arts 438/648) Fall. 4 credits.

W 1:25–3:20. D. Bathrick.
This course will cover the major historical and textual developments in German theater from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Dürrenmatt, Weiss, Hochhuth, Müller, Braun, Kroetz, Handke, and others) will be treated in light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.

444/644 The Holocaust Survivor as Author (also Near Eastern Studies 444) Spring. 4 credits.

Reading knowledge of German helpful; however two of the major novels are available in English.
M 1:25–3:20. S. L. Gilman, E. Hilsenrath.
The topic this semester will be the novels of the German-American writer Edgar Hilsenrath. Hilsenrath has written three major novels, including the best-selling, *The Nazi and the Barber*, on the topic of the Holocaust. His work is unique in that it uses black humor and satire to represent the world of the Holocaust. The seminar will cover the general literature on the writing of the Holocaust and look at the problems of Hilsenrath's work in the light of contemporary criticism (Langer, Des Pres, Steiner). Hilsenrath will take part in the seminar for the month of April, during which additional, informal meetings with him will be arranged.

Graduate and Advanced Undergraduate Courses

405 Introduction to Medieval German Literature Fall. 4 credits. Prerequisite: reading knowledge of German.

M W F 10:10. A. Groos.
The course will emphasize learning Middle High German in a literary context, using the *Nibelungenlied* and a romance of Hartmann von Aue.

406 Introduction to Medieval German Literature II Spring. 4 credits. Prerequisite: German 405 or equivalent.

M W F 10:10. A. Groos.
The course will survey the Classical period, emphasizing Wolfram von Eschenbach's *Parzival*, Gottfried von Strassburg's *Tristan und Isolde*, and major poets of the *Minnesang*, especially Walther von der Vogelweide.

[431 Goethe's Poetry Not offered 1988–89.]

[433 E. T. A. Hoffmann Not offered 1988–89.]

451–452 Independent Study 451, fall; 452, spring. 1–4 credits each term. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

[495 The Aesthetic Theory of the Frankfurt School (also Comparative Literature 495) Spring. 4 credits. Not offered 1988–89.

R 1:25–3:20. P. U. Hohendahl.
This course is designed as an introduction to the history of the Frankfurt school and the essential concepts of critical theory. The emphasis will be placed on the theory of culture and its application to the understanding of literature and aesthetics. The reading material will be taken from the works of Max Horkheimer, Theodor W. Adorno, Walter Benjamin, and Jürgen Habermas.]

497/697 The Hermeneutic Tradition (also Comparative Literature 497/697) Spring. 4 credits.
T 2:30–4:30. W. W. Holdheim.

Hermeneutics is not so much a particular philosophy as an abiding yet developing tradition of reflexivity. The course will place this approach into an historical perspective, tracing it back to antiquity (St. Augustine), then following its development from eighteenth-century rationalism via romantic hermeneutics (Schleiermacher, E. A. Poe) and the contribution of the Historical School (Droysen) to Geisteswissenschaften (Dilthey). Finally, there will be a discussion of various twentieth-century trends (Bultmann, Ricoeur, Gadamer) reflecting the influence of Heideggerian phenomenology.

Seminars

Note: For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

[605 Introduction to Modern German Literary Theory with an Emphasis on Contemporary Criticism (also Comparative Literature 605)] Fall. 4 credits. Not offered 1988–89.

R 2:30–4:25. P. U. Hohendahl.
The seminar will offer a survey of German criticism from 1900 to the present. Emphasis will be placed on the period from 1945 to the present. The aim of the course is to familiarize incoming graduate students with the main currents of German criticism. Readings will be taken from Heidegger, Staiger, Käte Hamburger, Szondi, Adorno, Jauss, and others.]

[611 Seminar in Old Icelandic Literature I (also English 602)] Not offered 1988–89.]

[612 Seminar in Old Icelandic Literature II (also English 612)] Not offered 1988–89.]

[623 Seminar in Medieval German Literature (also Medieval Studies 601)] Fall. 4 credits. Not offered 1988–89.

W 1:25–3:25. A. Groos.
Topic: *Minnesang*.]

[624 Seminar in Medieval German Literature II] Spring. 4 credits. Not offered 1988–89.
T 1:25–3:20. A. Groos.
Topic: *Parzival*.]

[625 The Northern Renaissance and Reformation] Spring. 4 credits. Not offered 1988–89.

M 1:25–3:25. S. L. Gilman.
Topic for 1987: disease and society in fifteenth- and sixteenth-century Germany. The course will center on the function of metaphors of disease in writers such as Erasmus, Luther, and Hutten and the relationship between these metaphors and the social perception of illness, especially the syphilis epidemics of the late fifteenth and early sixteenth centuries. Readings in German and Latin of major texts in intellectual and medical history.]

627 Baroque Fall. 4 credits.

R 1:25–3:20. P. U. Hohendahl.
The seminar will focus on the development of German literature from 1620 to 1700 with an emphasis on its critical and historical assessment. The readings will stress the special nature of the Baroque period, i.e., its political and social structure, as well as its major religious and aesthetic tendencies, as a transition from feudalism to the early absolutism. The discussion will highlight the role of the poet, the function of literature, and the composition of the audience. All major genres (poetry, drama, novel) will be examined. Among the authors to be read will be Fleming, Grimmelshausen, Gryphius, Hofmannswaldau, Opitz, and Ziegler.

[629 The Enlightenment] Fall. 4 credits.
Prerequisite: permission of instructor. Not offered 1988–89.

T 1:25–3:20. P. U. Hohendahl.]

[632 Faust] Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.
M 1:25–3:25. G. Waite.

An intensive analysis of parts I and II. Our task will be to combine techniques of close reading and attention to textual nuance with a concern for the history of the reception and appropriation of the text, including contemporary theory (e.g. hermeneutics, deconstruction, semiotics, feminism, and historical materialism).]

[633 German Romanticism] Fall. 4 credits. Not offered 1988–89.

W 1:25–3:20. G. Waite.
Structured introduction to German literature, philosophy, criticism, and painting from 1789 to 1830 in the context of European developments (Lovejoy, Wellek, Benjamin, de Man, Wimsatt, Hartmann, Klaus Peter). The larger social context (Hobsbawm, Blackbourn, Eley) requires readdressing aesthetic and poetic questions of a romantic "school" (Heine), a "German ideology" (Marx and Engels), a "romantic ideology" (McGann), "art and the Industrial Revolution" (Klingender), and "the flight from reality of the artistic period" (Lukács). Crucial and related issues of gender and political economy, including the trope of the automaton (Manfred Frank). Understanding critically the reception of this ostensible object by subsequent history. What is the ulterior motive behind literary periodization and (literary) history? Most readings are in German; discussion and papers are in English. Students from other disciplines are welcome.]

[635 Backgrounds of German Realism] Not offered 1988–89.]

[636 Nineteenth-Century Poetry] Not offered 1988–89.]

[637 Seminar in Realism: *Die Novelle*] Not offered 1988–89.]

[638 Contemporary German Women Writers] Not offered 1988–89.]

[639 German Poetry of the Twentieth Century] Spring. 4 credits. Not offered 1988–89.

R 3:35. L. M. Olschner.
The seminar will focus on close readings of exemplary poetic and theoretical texts. George, Hofmannsthal, and especially Rilke will provide the foundation on which aspects of tradition, modernism, avant-gardism, and hermeticism can be defined and differentiated. Expressionism, dada, Surrealism, traditional and recent nature poetry, political poetry from the right and left, Holocaust poetry, poetry of *Innerlichkeit*, and concrete poetry are the areas of primary interest.]

640 Paul Celan in Tradition and Context Spring. 4 credits. Open to qualified undergraduates with permission of instructor.

W 3:35. L. M. Olschner.
Paul Celan, now widely recognized as one of the most important European poets in this century, has complex origins: belonging to the Ashkenazim in Rumania, who spoke German at home, Celan never lived in a German-speaking environment after moving to Paris in 1948. Having lost his parents in a concentration camp, he lived the fractured existence of writing in the language of the murderers. The seminar examines Celan's cultural background in Czernowitz and his indebtedness to romanticism, symbolism, and Surrealism; the context of the Cabala and the Holocaust; intertextual connections with Hölderlin, Rilke, and Mandelstam; as well as dialogues with Heidegger, Binn, and N. Sachs; his translations from seven languages; and poetics and the reception of his poetry, especially in the conservative climate of the Federal Republic of Germany.

[641 The Modern German Novel] Not offered 1988–89.]

[642 West German Literature, 1945–1970] Spring. 4 credits. Open to advanced undergraduates with permission of instructor. Taught in German. Not offered 1988–89.

W 1:25–3:25. L. M. Olschner.
The seminar will emphasize source texts of all genres and analyze the cultural and political background

leading to the production of texts that may be read as mimetic echos or critical reactions to the emergence of postwar West Germany. The twenty-year history of the Gruppe 47 will provide the central frame of reference. The dubiousness or validity of terms such as *Nullpunkt*, *Kahlschlag*, and *Trümmerliteratur*; the function, significance, and history of literary magazines in the late forties and fifties, attitudes and presuppositions of literary critics; the problem of *Vergangenheitsbewältigung*; and the role of literature in the public sphere are background areas that will add to an understanding of primary texts. Within this context the positions of Binn and E. Jünger will be examined, and paradigmatic texts by Böll, Grass, Johnson, Weiss, Enzensberger, and others will be interpreted in close readings.]

[643 East German Novel of the Seventies and Eighties] Fall. 4 credits. Not offered 1988–89.

T 3:35. D. Bathrick.
The course will explore the thematic and formal developments of the novel in the DDR since the publication of Christa Wolf's *Nachdenken über Christa T.* (1968) in the light of radically changing cultural and political norms (women, dissent, Jewish question, "subjectivity," socialist realism, etc.) in the society as a whole.]

644 The Holocaust Survivor as Author (also Near Eastern Studies 444)

For description, see German Studies 444.

648 East and West German Drama: Post-1945 (also Theatre Arts 438/648)

For description, see German Studies 438.

[660 Visual Ideology] Spring. 4 credits. Not offered 1988–89.

T 3:35–5:35. G. Waite.
Some of the most interesting and influential approaches to visual objects have come from the peripheries of traditional art history and criticism. This seminar will analyze some of these approaches so as to understand the interactions between the disciplines of art history and criticism and such fields as philosophy, psychoanalysis, film and literary theory, and sociology. More specifically, we will attempt to advance a dialectical interpretation of the ideological and sociopolitical determinations on the reciprocal production and consumption of visual artifacts. Readings taken from Althusser, Barthes, John Berger, Benjamin, Bryson, T. J. Clark, Freud, Gadamer, Carlo Ginzburg, Hadjinicolaou, Hauser, Klingender, Kristeva, Lacan, Lenin, McCabe, Marin, Marx, Nietzsche, Ortega, Plekhanov, Max Raphael, Sontag, and Wolin. Examples of artifacts for analysis will be drawn primarily from the history of oil painting, but we will discuss other types as well, including photography and cinema.]

[665 The Search for German Cultural Identity, 1850–1920] Spring. 4 credits. Not offered 1988–89.

T 3:35. P. U. Hohendahl.
The seminar will concentrate on the period between the Revolution of 1848 and World War I, emphasizing the discourse on German national identity. The texts will be drawn from various areas, including history, music criticism, philosophy, and literature. Authors to be considered are Heine, Wagner, Nietzsche, and Thomas and Heinrich Mann.]

674 Opera (also Music 374/674 and Italian 374)

For description, see German Studies 374.

[676 New German Cinema (also Theatre Arts 676)] Spring. 4 credits. Not offered 1988–89.

T R 11:40–12:55; screening, T 4:30. D. Bathrick.
The course will examine in depth major films and filmmakers who are considered a part of the German new wave cinema (Fassbinder, Schlöndorff, Von Trotta, Kluge, Sander, Herzog, Wenders, etc.). Of special interest will be the differing impact of these films in the contexts of West Germany, Europe, and the United States.]

[678 Theory and Practice of Modern Drama (also Theatre Arts 678)] Spring. 4 credits. Not offered 1988–89.

W 3:35. D. Bathrick.

The course will explore different theories of modern drama (Szondi, Brecht, Artaud, etc.) and discuss these on the basis of a number of representative works of modern drama. The point will be to trace the interchange between theory formation and dramatic practice.]

[679 Bertolt Brecht in Context (also Comparative Literature 679 and Theatre Arts 679)] Spring. 4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Not offered 1988–89.

M 2:30–4:30. D. Bathrick.

Brecht's theory and dramatic praxis will be examined in the light of a two-fold context: (1) the relation of selected plays and writings to the historical contingencies of the Weimar and exile periods in which they emerged; (2) in later periods: an analysis of the reception and various readings of these same works by later writers and critical publics in West Germany, East Germany, and the United States as a way of understanding the changing nature of aesthetic values in the postwar period. Special attention will be given to the importance of Marxism for Brecht's art, as well as to the author's role as a representative of the cultural avant-garde.]

[682 Seminar on Richard Wagner (also Music 678)] Not offered 1988–89.]

[683 Freud and the *Fin de Siècle* Fall. 4 credits. Reading knowledge of German necessary. Not offered 1988–89.

M 2:30–4:25. S. L. Gilman and C. A. Martin.

A survey of major late nineteenth and early twentieth century works reflecting the adoption of the biological model as a central metaphor in German thought. Central to the course will be Freud's early work (*Studies in Hysteria*, *Interpretation of Dreams*, *Three Essays*). Other writers to be read include Nietzsche, Haackel, Andreas-Salomé, Wedekind, Hauptmann, Schnitzler, and Lombroso.]

[684 Heidegger: A Reading of *Being and Time* Not offered 1988–89.]

[685 Gramsci and Cultural Politics (also Comparative Literature 685 and Government 675)] Spring. 4 credits. Not offered 1988–89.

W 1:25–3:25. G. Waite.

The modern transnational-capitalist state rules not only by domination and coercion but by the "noncoercive coercion" of cultural hegemony. What is the proper role of intellectuals (and who and what is an intellectual?) in cultural politics? How do "leftist" cultural critics, theorists, and artists living under late capitalism relate as individuals and collectively to nascent socialist countries? What is the relationship of intellectuals to political parties? We will deal with the political and cultural writings of Antonio Gramsci—whether Gramsci is best understood as a "Western Marxist" or as an extension of Leninist "orthodoxy"—and with the response of critics, artists, and cultural practices to Gramsci's challenge: the neorealist film *La Terra trema*, Griffith's drama *Occupations*, the paintings of Cremonini, Fowles's novel *Daniel Martin*, Pasolini's poem cycle "Ashes for Gramsci," the mass-media analyses of Parenti (*Inventing Reality*) and Kukarkin (*The Passing Age*), the political philosophy of Laclau and Mouffe (*Hegemony and the Socialist Strategy*), the theory and practice of "low-intensity conflict" as developed by the CIA and the NSC, and the cultural theories of Williams (*Marxism and Literature*) and Said (*The World, the Text, and the Critic*).]

[689 Art and Truth: The Aesthetic Theory of Theodor W. Adorno (also Comparative Literature 689)] Spring. 4 credits. Not offered 1988–89.

T 1:25–3:25. P. U. Hohendahl.

The seminar will focus on the aesthetic writings of Adorno, beginning with relevant chapters from *Dialectic of Enlightenment*, as well as selected essays on European literature and music. The emphasis then will be placed on Adorno's major posthumous work,

Aesthetic Theory (1970). The aim is a close reading of Adorno's theory in the context of the Kantian and Hegelian tradition.]

[690 German Feminist Criticism and Theory (also Women's Studies 690)] Spring. 4 credits. Open to qualified undergraduates with permission of instructor. Reading knowledge of German recommended but not required. Not offered 1988–89.

T 1:25–3:25. C. A. Martin.

This course is designed to explore developments in feminist literary theory with particular attention to the field of German literature. We will consider competing critical strategies and their political implications by working through different readings of specific literary texts and by raising questions about the implications for feminism of competing critical strategies in the general field of literary theory; the relations between feminism and established critical schools; the tension in feminist *Germanistik* between critical attention to the "male canon" and the construction of a female literary tradition; the impact on West and East German feminism(s) of their translations of French and American work; the impact and treatment of the Nazi period; the effects of the East-West divide on development in both Germanies; the impact on feminist literature and criticism of Third World women in Germany; and approaches in West and East Germany to imperialism and racism.]

694 Seminar in Literary Theory: Aesthetics of Reception and Reader Response Theory (also Comparative Literature 694) Fall. 4 credits.

T 1:25–3:20. P. U. Hohendahl.

The interest in the reception of literature and reader response has become a major focus for the development of literary theory since 1970. The seminar will concentrate on the emergence of the aesthetics of reception in both West and East Germany during the late seventies and early eighties. These approaches will be compared with the emerging reader response theory in the United States. The reading material will be taken from the writings of Jauss, Iser, Naumann, Weimann, Stanley Fish, and Norman Holland.

697 The Hermeneutic Tradition (also Comparative Literature 497/697)

For description, See German Studies 497.

[698 Gadamer's Hermeneutics (also Comparative Literature 698)] Fall. 4 credits. Open to qualified undergraduates with permission of instructor. Not offered 1988–89.

W 1:25–3:25. W. W. Holdheim.

An intensive and systematic study of H. G. Gadamer's work *Truth and Method* (in translation) will lead to an examination of such problems as the structure of humanistic and historical knowledge and its relation to theoretical knowledge, "objectivity" and "subjectivity" in interpretation, the role of language in human existence, and the nature of the aesthetic phenomenon. Various intellectual trends will be located and evaluated in terms of an overall theory of understanding.]

753–754 Tutorial in German Literature Fall and spring. 1–4 credits per term. Prerequisite: permission of instructor.

Hours to be arranged. Staff (fall: U. Profitlich).

Topic for fall: comedies of the Enlightenment.

Related Courses in Other Departments

European Romanticism (Comparative Literature 342)

Survey of German History, 1890 to the Present (History 358)

War and Society (History 379)

Graduate Seminar in German History, 1789–1918 (History 674)

Feminism and the Politics of Experience (Society for the Humanities 424)

Modern Greek

See listings under Classics.

Modern Hebrew

101–102 Elementary Modern Hebrew I, II 101, fall; 102, spring. 6 credits each term.

201–202 Intermediate Modern Hebrew I, II 201, fall; 202, spring. 3 credits each term.

See further listings under Near Eastern Studies.

Hindi-Urdu

101–102 Hindi-Urdu Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Hindi 102: Hindi 101 or equivalent.

Lecs, M W 2:30; drills, M–F 10:10. Staff.

A semi-intensive course for beginners. A thorough grounding in all the language skills is given: listening, speaking, reading, and writing.

201–202 Intermediate Hindi Reading 201, fall; 202, spring. 3 credits each term. Prerequisites: for Hindi 201, Hindi 102; for Hindi 202, Hindi 201 or permission of instructor.

M W F 9:05. Staff.

203–204 Intermediate Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisites: for Hindi 203, Hindi 102; for Hindi 204, Hindi 203 or permission of instructor.

Hours to be arranged. Staff.

301–302 Advanced Readings in Hindi Literature 301, fall; 302, spring. 4 credits each term.

Prerequisites: for Hindi 301, Hindi 202; for Hindi 302, Hindi 301 or equivalent.

Hours to be arranged. Staff.

303–304 Advanced Composition and Conversation 303, fall; 304, spring. 4 credits each term. Prerequisites: for Hindi 303, Hindi 204 or equivalent; for Hindi 304, Hindi 303 or equivalent.

Hours to be arranged. Staff.

305–306 Advanced Hindi Readings 305, fall; 306, spring. 4 credits each term. Prerequisites: for Hindi 305, Hindi 202 or equivalent; for Hindi 306, Hindi 305 or equivalent.

Hours to be arranged. Staff.

Intended for those who wish to do readings in history, government, economics, etc., instead of literature.

Note: For complete descriptions of courses numbered 600 and above, consult the appropriate instructor.

700 Seminar in Hindi Linguistics Fall or spring. 3 credits. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Hungarian

131–132 Elementary Course 131, fall; 132, spring. 3 credits each term. This language series cannot be used to satisfy the language requirement. Offered alternate years.

M W F 9:05. J. Némethy.

Intended for beginners or students with limited knowledge of the language.

Indonesian

For students who have completed Indonesian 101–102 or its equivalent there is the option of a one-semester program in Malang, East Java, during the junior year. The program combines a variety of cultural and artistic options with area course work and advanced language study. Complete information is available through Cornell Abroad.

Students who have completed a minimum of 18 credits or the equivalent are eligible to apply for a summer program in the Advanced Indonesian Abroad Program. Further information is available from Professor J. U. Wolff.

101-102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Indonesian 102: Indonesian 101.

M-F 8, plus 2 hours to be arranged. J. U. Wolff.
A semi-intensive course for beginners.

201-202 Intermediate Indonesian Reading 201, fall; 202, spring. 3 credits each term. Prerequisites: for Indonesian 201, Indonesian 102; for Indonesian 202, Indonesian 201 or permission of instructor.

Hours to be arranged. J. U. Wolff.

203-204 Intermediate Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisites: for Indonesian 203, Indonesian 102; for Indonesian 204, Indonesian 203 or permission of instructor.

Hours to be arranged. J. U. Wolff.

300 Linguistic Structure of Indonesian Fall or spring. 4 credits. Prerequisites: Indonesian 101-102 or equivalent, and Linguistics 101.

Hours to be arranged. J. U. Wolff.

301-302 Advanced Readings in Indonesian and Malay 301, fall; 302, spring. 4 credits each term. Prerequisites: for Indonesian 301, Indonesian 201-202 or equivalent; for Indonesian 302, Indonesian 301.

Hours to be arranged. J. U. Wolff.

303-304 Advanced Indonesian Conversation and Composition 303, fall; 304, spring. 4 credits each term. Prerequisites: for Indonesian 303, Indonesian 204; for Indonesian 304, Indonesian 303 or equivalent.

Hours to be arranged. J. U. Wolff.

305-306 Directed Individual Study 305, fall; 306, spring. 2-4 credits. Prerequisite: Indonesian 301-302 and 303-304 or equivalent knowledge of Indonesian or Malay.

Hours to be arranged. J. U. Wolff.

A practical language course on an advanced level in which the students will read materials in their own field of interest, write reports, and meet with the instructor for two hours a week for two credits and twice a week for four credits.

401-402 Advanced Readings in Indonesian and Malay Literature 401, fall; 402, spring. 4 credits each term. Prerequisites: for Indonesian 401, Indonesian 302 or equivalent; for Indonesian 402, Indonesian 401 or equivalent.

Hours to be arranged. J. U. Wolff.

FALCON

161-162 Intensive Course 161, fall; 162, spring. 16 credits each term. Prerequisite: permission of instructor.

M-F, 6 hours each day. J. U. Wolff and staff.

Related Course

Seminar in Austronesian Linguistics (Linguistics 655-656)

Italian

G. Chierchia, A. Grossvogel, (director of undergraduate studies, 261 Goldwin Smith Hall, 255-4264), M. Migiel, C. Rosen

The Major

Students who wish to major in Italian should choose a faculty member to serve as a major adviser; the general plan and the details of the student's course of study will be worked out in consultation with the adviser. Italian majors are encouraged to take courses in related subjects such as history, art history, music, philosophy, anthropology, classics, linguistics, and other modern languages and literatures. While a major often occupies only the junior and senior years, it is wise for students to seek faculty advice about the major as early as possible.

Students who elect to major in Italian ordinarily should have completed Italian 201 by the end of their sophomore year. Exemptions can be made on the basis of an examination. Students majoring in Italian are expected to become conversant with a fair portion of the masterworks of Italian literature, to acquaint themselves with the outlines of Italian literary history, and to develop some skill in literary analysis. To this end, students will be expected to complete successfully 32 credits of Italian literature courses at the 300 level or higher, with papers to be written in Italian or English. Required courses for the major are Italian 303, 304, and 334. Italian 402, History of the Italian Language, and 403, Linguistic Structure of Italian, may be counted toward the 32 credits required for the major (an introductory linguistics course is a prerequisite of Italian 402 and 403).

Students majoring in Italian will also be expected to acquire competence in the handling of the language. That competence may be demonstrated by passing an oral and written examination to be arranged with the adviser.

Italian majors will also be required to complete successfully two courses in related fields (for example, Italian history, Italian art history, literary theory).

Italian majors may study in Italy, generally during their junior year, under any of those study-abroad plans organized by American universities that allow the transfer of grades and credit, such as the Cornell program in Rome.

The College of Architecture, Art, and Planning maintains a program open to all qualified students attending Cornell. The program is housed in the sixteenth-century Palazzo Massimo, designed by the architect Baldassare Peruzzi, on the Corso Vittorio Emanuele, in the heart of Rome. Students may enroll for a semester in the fall or spring. Courses regularly taught at the Palazzo Massimo include Italian language (beginning and intermediate); Architecture 300, 401, 402, 500, 502, Design Studio; Architecture 338 and 399, Special Topics in Architectural History; Architecture 458, Special Projects in Design Communications; Architecture 367, Contemporary Italian Culture; Architecture 510, Thesis Introduction; Art 251, 311, 322, and 371; and History of Art 371, Renaissance and Baroque Art in Rome.

To be eligible, students must have completed the first two years of their curriculum requirements and be in good academic standing.

Fees. Depending on the course, a small fee may be charged for copies of texts for course work.

Language and Linguistics

121-122 Elementary Course 121, fall; 122, spring. 4 credits each term. Prerequisite for Italian 122: Italian 121 or equivalent. Intended for beginners or students placed by examination. Students who obtain a CPT score of 560 after Italian 121-122 attain qualification and may enter the 200-level sequence; otherwise Italian 123 is required for qualification.

Lec, T 10:10, 12:20, or 2:30; drills, M W R F 8, 9:05, 10:10, 11:15, 12:20, 1:25, 2:30, or 3:35. M. Swenson. A thorough grounding is given in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar and cultural information.

123 Continuing Italian Fall. 4 credits. Limited to students who have previously studied Italian and have a CPT achievement score between 450 and 559. Satisfactory completion of Italian 123 fulfills the qualification portion of the language requirement.
M-F 9:05, 10:10 or 11:15. J. Scarpella.

203-204 Intermediate Composition and Conversation 203, fall or spring; 204, spring. 3 credits each term. Prerequisites: for Italian 203, qualification in Italian (Italian 123 or CPT score 560-649); for Italian 204, 203 or equivalent.

203, fall: M W F 10:10, 12:20, or 1:25; I. Chierchia.
Spring: M W F 1:25; J. Scarpella.
204, spring: M W F 12:20 or 1:25; I. Chierchia.

Guided conversation, composition, reading, pronunciation, and grammar review emphasizing the development of accurate and idiomatic expression in the language.

Note: Students placed in 200-level courses also have the option of taking courses in introductory literature; see separate listings under Italian 200, 201, and 202 for descriptions of these courses, any of which may be taken concurrently with the Italian 203-204 language courses described above. The introductory literature courses are offered by the respective literature departments, and the 203-204 language courses by the Department of Modern Languages and Linguistics.

300 Advanced Italian: Language in Italian Culture Spring. 3 credits. Prerequisite: Italian 204 or equivalent or permission of instructor.

M W F 11:15. M. Swenson.

Further development of all skills, with emphasis on self-expression. Readings center on two themes: (1) contemporary Italian life and (2) the Italian language, its origins, development, and present state, including the role of the dialects. Emphasis on vocabulary building and awareness of stylistic levels.

[402 History of the Italian Language] Spring. 4 credits. Prerequisite: Linguistics 101 (or equivalent) and qualification in Italian, or permission of the instructor. Not offered 1988-89.]

Hours to be arranged. Staff.]

403 Linguistic Structure of Italian Spring. 4 credits. Prerequisite: Linguistics 102 or equivalent, and qualification in any Romance language.

Hours to be arranged. G. Chierchia, C. Rosen.
Survey of Italian grammar in the light of current linguistic theories. Central topics in syntax (auxiliaries, modals, clitics, agreement, impersonal constructions, causatives) and in phonology (syllable format, stress, *raddoppiamento* phenomena).

[432 Italian Dialectology] Spring, according to demand. 4 credits. Not offered 1988-89.

Hours to be arranged. C. Rosen.]

631 Readings in Italian Opera Libretti Spring. 2 credits. For graduate students only. Prerequisite: permission of instructor.

Hours to be arranged. C. Rosen.
Several Metastasio libretti and two or three libretti from later periods are read with the aim of understanding the syntax, literal meaning, and immediate metaphorical meanings. Some discussion of metrics.

[700 Seminar in Italian Linguistics] Offered according to demand. 4 credits. Not offered 1988-89.
Hours to be arranged. C. Rosen.]

Literature

201 Introduction to Italian Literature Spring. 3 credits. Prerequisite: permission of instructor. Conducted in Italian.

M W F 11:15. M. Migiel.

Exploration of the cultural, sociological, and aesthetic implications of Italian literary texts. Emphasis on the development of students' oral, written, and reading skills. Readings will include prose, poetry, and drama written by major Italian authors.

303 Introduction to Medieval and Renaissance Literature Fall. 4 credits. Prerequisite: Italian 201 or permission of instructor. Conducted in Italian.

T R 10:10-11:25. M. Migiel.

Introduction to the major authors and literary traditions of medieval and Renaissance Italy. Readings include such authors as Dante, Petrarca, Boccaccio, Machiavelli, Ariosto, and a selection of Italian lyric poets.

304 Introduction to Modern Italian Literature Spring. 4 credits. Prerequisite: Italian 201 or permission of instructor. Conducted in Italian.

T R 1:25-2:40. A. Grossvogel.

A reading of masterpieces of modern Italian literature with attention to the context in which they arose.

Highlights of Galileo and Vico's writing. Selections of novels from romanticism to the contemporary period. The theater of Goldoni and Pirandello. Poetry from Leopardi to Montale.

[322 Italian Civilization: Literature and Regionalism] 4 credits. Not offered 1988–89.]

334 Dante's Divine Comedy (also Italian 634)

Spring. 4 credits. Conducted in English.

M W F 1:25. M. Migiel.

Intensive study of Dante's poem in relation to the culture and history of Medieval Europe. Major topics: Theology and poetics in the *Comedy*, Dante and the natural sciences, Dante's Christianization of Classical epic, and the *Comedy* and Dante's minor works.

[340 Literature and Society in the Italian Renaissance] 4 credits. Not offered 1988–89.]

[345 Boccaccio (also Italian 645)] 4 credits. Not offered 1988–89.]

[354 Italian Humanism (also Italian 654)] 4 credits. Not offered 1988–89.]

357 The Italian Renaissance Epic Fall. 4 credits. Conducted in English.

T R 1:25–2:40. M. Migiel.

A study of Ariosto's *Orlando Furioso* and Tasso's *Gerusalemme liberata*. Reading knowledge of Italian preferred but not essential.

[370 Eighteenth-Century Thought] 4 credits. Not offered 1988–89.]

[381 Narrative of Verga, D'Annunzio, Svevo, and Pirandello (also Italian 581)] 4 credits. Not offered 1988–89.]

390 Literature to Cinema Fall. 4 credits. Conducted in English.

T R 2:30–4:25. A. Grossvogel.

A study of the ways literary language has influenced Italian cinema. The films to be screened will be by Antonioni, Bertolucci, Bolognini, De Sica, Fellini, Pasolini, Rossellini, Scola, Taviani, Visconti, Zeffirelli, and Zurlini. The works of literature to be read in conjunction with these films will include selections from Boccaccio's *Decameron* and from the narrative works of Verga, Fogazzaro, D'Annunzio, Pirandello, and others.

[391 The Theater of Verga, D'Annunzio, Svevo, and Pirandello (also Italian 691)] 4 credits. Not offered 1988–89.]

[393 Narrative and Ideology in Contemporary Italian Literature (also Italian 693 and Comparative Literature 393)] 4 credits. Not offered 1988–89.]

395 Readings in Contemporary Italian Fiction

Fall. 4 credits. Conducted in Italian and English.

W 2:30–4:25. A. Grossvogel.

Beginning with Svevo's *La coscienza di Zeno* and ending with Eco's *Il nome della rosa*, we will read novels and short stories of the most significant contemporary Italian authors, such as Buzzati, Calvino, Gadda, Landolfi, Morante, Moravia, Pasolini, Sciascia, and Sgorlon. Most of the works to be read are available in translation.

399 Cinema to Literature Spring. 4 credits. Conducted in English.

T R 2:30–4:25 p.m. A. Grossvogel.

The course will consist of a comparative study of selected films by Fellini, Antonioni, Visconti, and others and of works by major contemporary writers such as Montale, Ungaretti, Gadda, and Calvino. These authors' similarities and contrasts in invention, style, and techniques will be explored to illustrate the evolution of contemporary aesthetics in cinematography and poetry in Italy.

419–420 Special Topics in Italian Literature 419, fall; 420, spring. 2–4 credits each term. Prerequisite: permission of instructor.

Staff.

Guided independent study of specific topics.

[427–428 Dante: La Divina commedia] 4 credits. Not offered 1988–89.]

429–430 Honors in Italian Literature 429, fall;

430, spring. 4 credits each term. Limited to seniors.

Prerequisite: permission of instructor.

Staff.

[437 Petrarch: Canzoniere] 4 credits. Not offered 1988–89.]

[448 Italian Lyric Poetry, 1255–1600: The Formation of the Canon] 4 credits. Not offered 1988–89.]

[458 Tasso] 4 credits. Not offered 1988–89.]

[472 Eighteenth-Century Italian Theater: From Melodrama to Tragedy] 4 credits. Not offered 1988–89.]

474 Opera (also German 374/674 and Music 374/674) Fall. 4 credits. Prerequisites: Music 252 or proficiency in German or Italian.

T 1:25–4:25. A. Groos, R. Parker.

A team-taught study of major works of the German and Italian repertory between 1780 and 1920. Among the issues to be considered will be source-libretto and words-music relationships, reception, and criticism. Works to be studied will include operas by Mozart, Verdi, Wagner, Puccini, and Strauss. To be held in the Grout Seminar Room in the Music Library, Lincoln Hall.

485 The Nineteenth Century: Foscolo, Manzoni, Leopardi Spring. 4 credits. Conducted in Italian and English.

W 2:30–4:25. A. Grossvogel.

Manzoni's novel together with Foscolo's *Ultime lettere di Jacopo Ortis* and Leopardi's *Operette morali* constitute the now-acknowledged major contribution to the renewal of literary prose in nineteenth-century Italy. A close study of the texts, their poetics, and their proximity will bring out intentions, achievements, and the unwilling reciprocity of the three major Italian writers of the century as they set out, in the brief span of a quarter of a century, to constitute modern prose.

[488 Giacomo Leopardi and Nineteenth-Century Poetry] 4 credits. Not offered 1988–89.]

[496 Futurism in Italy and Europe] 4 credits. Not offered 1988–89.]

[497 Modern Italian Poetry: D'Annunzio to Montale] 4 credits. Not offered 1988–89.]

[498 Eugenio Montale and Contemporary Italian Poetry] 4 credits. Not offered 1988–89.]

557 The Italian Renaissance Epic Fall. 4 credits.

T R 1:25–2:40. M. Migiel.

For description, see Italian 357.

[581 Narrative of Verga, D'Annunzio, Svevo, and Pirandello (also Italian 381)] 4 credits. Not offered 1988–89.]

634 Dante's Divine Comedy (also Italian 334)

Spring. 4 credits.

M W F 1:25. M. Migiel.

For description, see Italian 334.

639–640 Special Topics in Italian Literature 639, fall; 640, spring. 4 credits each term. Staff.

[645 Boccaccio] 4 credits. Not offered 1988–89.]

[654 Italian Humanism (also Italian 354)] 4 credits. Not offered 1988–89.]

[691 Theater of Verga, D'Annunzio, Svevo, and Pirandello] 4 credits. Not offered 1988–89.]

[693 Narrative and Ideology (also Italian 393 and Comparative Literature 393)] 4 credits. Not offered 1988–89.]

Japanese

Language and Linguistics

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Japanese 102: Japanese 101 or placement by the instructor during registration. Intended for beginners or for those who have been placed in the course by examination.

Lecs, M W F 10:10 or 12:20; drills, M–F 9:05, 11:15, 12:20, 1:25, 2:30, or 3:35. Staff.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

123 Accelerated Introductory Japanese Fall.

6 credits. Prerequisite: placement by the instructor during registration.

Lecs, M W F 10:10 (with Japanese 101); drills, M W F 12:20. Staff.

Accelerated training in listening, speaking, reading, and writing for students who have already acquired a limited facility in Japanese through residence in Japan or brief formal study but who require additional training to qualify for admission to Japanese 102.

[141–142 Introductory Japanese for Business Purposes] 141, fall; 142, spring. 4 credits each term.

Prerequisite for Japanese 142: Japanese 141 or placement by the instructor during registration. (For undergraduates only. Graduates, see Japanese 541–542.) Not offered 1988–89.

Lecs, T R 1:25; secs, M W F 9:05 or 1:25. Staff.

Introductory Japanese for students interested in international business and economics.]

201–202 Intermediate Japanese Reading I 201, fall; 202, spring. 2 or 3 credits each term. Students having had Japanese 203 and 204 register for 2 credits and attend the W drill and the F lecture; other students register for 3 credits (with permission of instructor) and attend the W drill and the M, W, F lectures.

Prerequisites: for Japanese 201, Japanese 203 or placement by the instructor during registration; for Japanese 202, Japanese 201 and 204 or placement by the instructor during registration.

Lecs, M W F 1:25; drill, W 10:10 or 2:30 (with Japanese 205–206). Staff.

Reading of elementary texts with emphasis on expository style.

203–204 Intermediate Japanese Conversation

203, fall; 204, spring. 4 credits each term.

Prerequisites: for Japanese 203, Japanese 102 or placement by the instructor during registration; for Japanese 204, Japanese 203, 205, or 223, or placement by the instructor during registration.

Lecs, M W 1:25; drills, M T R F 10:10, 2:30, or 3:35 (with Japanese 205–206). Staff.

Training in listening and speaking for students who have acquired a basic oral proficiency.

205–206 Intermediate Japanese Reading I and Conversation 205, fall; 206, spring. 6 credits each term.

Prerequisites: for Japanese 205, Japanese 102 or placement by the instructor during registration; for Japanese 206, Japanese 205 or placement by the instructor during registration.

Lecs, M W F 1:25; drill, M–F 10:10, 2:30, or 3:35. Staff.

A combination of Japanese 201–202 and 203–204, for students interested in developing both written and oral skills. Students who have completed Japanese 102 are strongly encouraged to register for Japanese 205.

223 Transition to Intermediate Japanese

Conversation Fall. 6 credits. Prerequisite: Japanese 160 (Cornell intensive summer course) or placement by the instructor during registration.

Lecs, T R 1:25 plus one hour to be arranged; drills, M-F 12:20. Staff.

Provides transition, primarily for summer course students, into regular program. After Japanese 223 the students will have covered same material that 203 students have covered. Japanese 223 satisfies prerequisite for 204 but not for 206. Recommended also for students with insufficient background to qualify for Japanese 203, determined by examination during registration period.

241-242 Intermediate Japanese for Business

Purposes 241, fall; 242, spring. 4 credits each term. Prerequisites: for Japanese 241, Japanese 160 (Cornell intensive summer course) or Japanese 142 or placement by the instructor during registration; for Japanese 242, Japanese 241 or placement by the instructor during registration. (For undergraduates only. Graduates, see Japanese 543-544.) M-F 12:20. Staff.

Intermediate Japanese for students in international business and economics.

301-302 Intermediate Japanese Reading II 301, fall; 302, spring. 4 credits each term. Prerequisites: for Japanese 301, Japanese 202 or 206 or placement by the instructor during registration; for Japanese 302, Japanese 301 or placement by the instructor during registration.

M W F 11:15 or 2:30; lec to be arranged. Staff. Reading of selected modern texts with emphasis on expository style.

303-304 Communicative Competence 303, fall; 304, spring. 3 credits each term. Prerequisite: for Japanese 303, Japanese 204 or 206 or placement by the instructor during registration; for Japanese 304, Japanese 303 or placement by the instructor during registration.

M W F 1:25 or 3:35; lec to be arranged. Staff. Drill in the use of spoken Japanese within the constraints set by Japanese social settings.

341-342 Advanced Japanese for Business

Purposes 341, fall; 342, spring. 4 credits each term. Prerequisite: permission of instructor.

Hours to be arranged. Staff. This course sequence will offer advanced training in Japanese with concentration on topics relating to the conduct of business. The emphasis will be on spoken skills, with provision for an optional reading component.

401-402 Advanced Japanese Reading 401, fall; 402, spring. 4 credits each term. Prerequisites: for Japanese 401, Japanese 302 or placement by the instructor during registration; for Japanese 402, Japanese 401 or placement by the instructor during registration.

M W F 2:30; lec to be arranged. Staff. Reading of selected modern texts with emphasis on expository style.

[404 Linguistic Structure of Japanese Spring. 4 credits. Prerequisites: Japanese 102 or permission of instructor, and Linguistics 101. Not offered 1988-89. Hours to be arranged. J. Whitman.]

407-408 Oral Narration and Public Speaking

407, fall; 408, spring. 2 credits each term. Prerequisites: for Japanese 407, Japanese 304 or placement by the instructor during registration; for Japanese 408, Japanese 407 or placement by the instructor during registration.

T R 1:25. Staff. Instruction in storytelling, lecturing, and speechmaking, with emphasis on both the construction of discourse and Japanese patterns of oral delivery.

410 History of Japanese Language Spring. 4 credits. Prerequisites: Japanese 206 or permission of instructor. Offered alternate years.

Hours to be arranged. J. Whitman. An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese or a background in historical or comparative linguistics. Interests of both groups will be addressed.

421-422 Directed Readings 421, fall; 422, spring. Credit to be arranged. Limited to advanced students and offered according to staff-time availability. Prerequisite: placement by the instructor during registration.

Hours to be arranged. Staff. Topics are selected on the basis of student needs.

[541-542 Introductory Japanese for Business

Purposes For graduate students only; undergraduates register for Japanese 141-142. Not offered 1988-89.

M-F 1:25. Staff. For description see Japanese 141-142.]

543-544 Intermediate Japanese for Business

Purposes For graduate students only; undergraduates register for Japanese 241-242.

M-F 12:20. Staff. For description, see Japanese 241-242.

545-546 Advanced Japanese for Business

Purposes For graduate students only; undergraduates register for Japanese 341-342.

Hours to be arranged. Staff. For description, see Japanese 341-342.

FALCON

J. Whitman, 308 Morrill Hall (255-0736); R. Sukle, 412 Morrill Hall (255-0734).

161-162 Intensive Japanese (FALCON) 161, fall; 162, spring. 16 credits each term. Prerequisite: for Japanese 161, Japanese 102 or 160 (Cornell summer intensive course) or placement by the instructor during registration; for Japanese 162, Japanese 161 or placement by the instructor during registration.

M-F, 6 hours each day. J. Whitman, R. Sukle, and staff.

Literature in Japanese

406 Introduction to Classical Japanese Spring. 4 credits. Prerequisite: Japanese 405 or permission of instructor.

Hours to be arranged. N. Sakei. An introduction to the grammar and styles of premodern Japanese. Selected readings from literature of various periods.

421-422 Directed Readings 421, fall; 422, spring. Credit to be arranged. Prerequisites: for Japanese 421, Japanese 402 or equivalent; for Japanese 422, Japanese 421 or equivalent.

Hours to be arranged. Staff. Topics are selected on the basis of student needs.

Note: For complete descriptions of courses numbered 600 or above, consult the appropriate instructor.

611 Seminar in Classical Literature Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years.

Hours to be arranged. Staff.

612 Seminar in Medieval Literature Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years.

Hours to be arranged. Staff.

613 Seminar in Tokugawa Literature Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years.

Hours to be arranged. Staff.

614 Seminar in Modern Literature Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Offered alternate years.

Hours to be arranged. Staff.

621 Advanced Readings in Premodern Narrative

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Offered alternate years.

Hours to be arranged. Staff. Graduate-level reading courses.

622 Advanced Readings in Premodern Poetry

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Offered alternate years.

Hours to be arranged. Staff. Graduate-level reading courses.

623 Advanced Readings in Premodern Drama

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Offered alternate years.

Hours to be arranged. Staff. Graduate-level reading courses.

624 Advanced Readings in Modern Literature

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Offered alternate years.

Hours to be arranged. Staff. Graduate-level reading courses.

Note: See courses listed under Department of Asian Studies for Japanese literature courses in translation.

Japanese

131-132 Elementary Course 131, fall; 132, spring. 3 credits each term. Prerequisite: for Japanese 132, Japanese 131 or equivalent.

Hours to be arranged. J. U. Wolff. An elementary language course for those who have had no previous experience in the language.

133-134 Continuing Course 133, fall; 134, spring. 3 credits each term. Prerequisites: for Japanese 133, Japanese 132 or equivalent; for Japanese 134, Japanese 133 or equivalent.

Hours to be arranged. J. U. Wolff.

203-204 Directed Individual Study 203, fall; 204, spring. 3 credits. Prerequisite: Japanese 134 or equivalent.

Hours to be arranged. J. U. Wolff. This is a practical language course on an intermediate level in which the students will work through readings and conversations under the guidance of a native speaker for three contact hours a week.

Old Japanese

See Linguistics 651-652.

Khmer (Cambodian)

101-102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite: for Khmer 102, Khmer 101 or equivalent.

Hours to be arranged. G. Diffloth.

201-202 Intermediate Khmer Reading 201, fall; 202, spring. 3 credits each term. Prerequisites: for Khmer 201, Khmer 102; for Khmer 202, Khmer 201.

Hours to be arranged. G. Diffloth.

203-204 Intermediate Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisites: for Khmer 203, Khmer 102; for Khmer 204, Khmer 203.

Hours to be arranged. G. Diffloth.

301-302 Advanced Khmer 301, fall; 302, spring. 4 credits each term. Prerequisites: for Khmer 301, Khmer 202 or the equivalent; for Khmer 302, Khmer 301.

Hours to be arranged. G. Diffloth.

401-402 Directed Individual Study 401, fall; 402, spring. For advanced students. 4 credits each term. Prerequisite: permission of instructor.

Hours to be arranged. G. Diffloth.

404 Structure of Khmer Spring. 4 credits. Prerequisite: Linguistics 101-102 or equivalent.

Hours to be arranged. G. Diffloth.

Linguistics

Linguistics, the systematic study of human speech, lies at the crossroads of the humanities and the social sciences, and much of its appeal derives from the special combination of intuition and rigor that the

analysis of language demands. The interests of the members of the Department of Modern Languages and Linguistics span most of the major subfields of linguistics—phonetics and phonology, the study of speech sounds; syntax, the study of sentence structure; semantics, the study of meaning; historical linguistics, the study of language change in time; sociolinguistics, the study of language as a social and cultural artifact; and applied linguistics, which relates the results of linguistic research to problems of bilingual education, second-language learning, and similar practical concerns. Although the gulf between the study of language in general and the study of particular languages, such as Spanish or German, may seem very wide, the two are actually intimately connected in a challenging way, and a high proportion of the students who enroll in linguistics courses at Cornell owe their initial interest in the discipline to a period of exposure to a foreign language in college or high school.

Students interested in learning more about linguistics and its relationship to other disciplines in the humanities and social sciences are encouraged to take Linguistics 101–102, which is a prerequisite for further work in the field. The Cornell Linguistic Circle, a student organization, sponsors weekly colloquia on linguistic topics; these meetings are open to the university public, and anyone wishing to learn more about linguistics is most welcome to attend.

The Major

The prerequisite for a major in linguistics is completion of Linguistics 101–102. The major has its own language requirement, which should be completed as early as possible: qualification in two languages other than English, one of which must be non-European or non-Indo-European. With approval of the department's director of undergraduate studies, this requirement may be waived (i.e., reduced to the normal arts college language requirement) for students taking the cognitive studies concentration or a double major.

The other requirements for the linguistics major are

- 1) Linguistics 301 (phonology), Linguistics 303 (syntax), Linguistics 309 or 310 (morphology), and Linguistics 410 (historical linguistics)
- 2) a course at or beyond the 300 level in the structure of English or some other language or a typological or comparative structure course such as Linguistics 401
- 3) two additional linguistics courses totaling at least 8 credits, one of which may be a course with significant linguistic content in a related field.

Prospective majors should see Professor Gair, 407 Morrill Hall.

For other courses relevant to linguistics, see anthropology, psychology, human development and family studies, computer science, cognitive studies, and philosophy.

Honors. Applications for honors should be made during the junior year. Candidates for admission must have a 3.0 (B) average overall and should have a 3.2 average in linguistics courses. In addition to the regular requirements of the major, the candidate for honors will complete an honors thesis and take a final oral examination in defense of it. The thesis is usually written during the senior year but may be begun in the second term of the junior year when the student's program so warrants. The oral examination will be conducted by the honors committee, consisting of the thesis adviser and at least one other faculty member in linguistics. Members of other departments may serve as additional members if the topic makes this advisable. Linguistics 493 and 494 may be taken in conjunction with thesis research and writing but are not required.

Distribution Requirement

The distribution requirement in the social sciences may be satisfied by taking Linguistics 101 and (1) any other course in linguistics or (2) any other course offered by the Department of Modern Languages and Linguistics for which this introductory linguistics course is a prerequisite.

Note: See also courses on the structure and history of particular languages or language families listed at the end of this section.

101–102 Theory and Practice of Linguistics

101, fall or summer; 102, spring. 4 credits each term.

MWF 11:15; disc to be arranged. Fall: C. Rosen, J. Whitman; spring: J. Gair.

An introductory course designed to provide an overview of the science of language, especially its theoretical underpinnings, methodology, and major findings. Linguistics 101 plus any other course in linguistics or any DMLL course for which Linguistics 101 is a prerequisite satisfies the social science distribution requirement.

[113–114 Hispanic Bilingualism] 113, fall; 114, spring. 3 credits each term. Linguistics 113 is not a prerequisite for 114. Freshman Seminar. Not offered 1988–89.

TR 2:55–4:10. I. Almirall-Padamesee.
An introductory sociolinguistics course on the speech of the Hispanic bilingual in the United States. Fall semester topics include the relationship between standard languages and dialects, ebonics, Spanish-English code switching vs. interference, and variation related to social function. Spring semester topics concentrate on variation in the use of Spanish and English in the different Hispanic communities established in the United States.]

[118 Varieties of Human Language]

Spring. 3 credits. Applicable toward the social science distribution requirement. Not offered 1988–89.

MWF 10:10. J. E. Grimes.
Language diversity is a fact of our complex world. Whether spoken by a handful of speakers or by hundreds of millions, each language manages the same tasks of communication and fits in with its social environment. Language identification, literacy, and multilingualism are among the issues touched on.]

200 Traditional English Grammar for Foreign Language Students

Fall. 1 credit. S-U grades only.
M 1:25. H. L. Kufner.
Rapid review of grammatical terminology and those features and processes of English that are of particular relevance and usefulness in the learning of French, German, Italian, Russian, or Spanish. Weekly homework assignments; no prelims; no final examinations.]

[220 Linguistics for Students of Literature (also Comparative Literature 220)]

Spring. 4 credits. Not offered 1988–89.
Hours to be arranged. L. Waugh.
Since literature is merely a highly specialized sector of language in general, the science of language has much to contribute even to humanists whose primary interest is in literary texts. This course will survey many of the basic linguistic divisions: phonology, morphology, syntax, and language change and will explore in some depth the implications of all the selected topics for literary studies.]

244 Language and the Sexes (also Women's Studies 244)

Spring. 4 credits. For nonmajors or majors.

Hours to be arranged. S. McConnell-Ginet.
264 Language, Mind, and Brain Fall. 4 credits. For nonmajors or majors. Prerequisite: a basic course in linguistics and/or psychology is desirable.
TR 10:10–11:25. J. S. Bowers.
An introductory course that emphasizes the formal structure of natural language and its biological basis. The following topics are covered: the formal representation of linguistic knowledge, principles and parameters of universal grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. This course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern

linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.

300 Multilingual Societies and Cultural Policy

Spring. 4 credits.
TR 2:55–4:10. D. F. Solá.
An interdisciplinary analysis of the impact of bilingualism on society, particularly in education and communication arts. The FLEX model is used to suggest a method of evaluating policy and program alternatives.

301–302 Phonology I, II 301, fall; 302, spring. 4 credits each term. Prerequisites: for Linguistics 301, Linguistics 102; for Linguistics 302, Linguistics 301 or permission of instructor.

MWF 11:15. C. Shih.
An introduction to contemporary phonology, which studies the system of rules and representations underlying the human ability to produce and understand speech. 301: an overview of descriptive phonetics and phonetic transcription, the phoneme, principles of phonological analysis, phonological rules and their interaction, distinctive features, and the syllable. 302: using American English as a case study, explores in detail the nature of rule systems and rule interaction, the phonological cycle, levels of representation, lexical and morphological conditioning of rules, and the relation between phonology and syntax.

303–304 Syntax I, II 303, fall; 304, spring. 4 credits each term. Prerequisites: for Linguistics 303, Linguistics 102; for Linguistics 304, Linguistics 303 or permission of instructor.

TR 10:10–11:25. W. Harbert.
303 is an introduction to syntactic theory, with emphasis on the classical theory of transformational grammar. 304 is an advanced course, surveying current syntactic models and dealing with such issues as the nature of syntactic representation, levels of representation, principles of universal grammar, and the relation of syntax and semantics.

306 Functional Syntax Fall. 4 credits. Prerequisite: Linguistics 102 or permission of instructor.

MWF 9:05. D. F. Solá.
A general survey of syntactic theories that highlight grammatical function and reveal its role in discourse structure.

309–310 Morphology I, II 309, fall; 310, spring. 4 credits each term. Prerequisite: Linguistics 102 or equivalent or permission of instructor.

TR 11:40–12:55. Fall: L. Waugh; spring: J. S. Bowers.
309 is a general survey focusing on the relationship of meaning and form in morphology and introducing techniques of morphological analysis. Current research on form-meaning questions is discussed. 310 considers recent discussions in morphological theory.

311–312 The Structure of English 311, fall; 312, spring. 4 credits each term. Prerequisites: for Linguistics 311, Linguistics 102 or permission of instructor; for Linguistics 312, Linguistics 311 or permission of instructor. Offered alternate years.
MWF 11:15. S. McConnell-Ginet.

311 provides an overview of the syntactic structure of English, drawing upon relevant theoretical approaches. 312 deals with phonology, morphology, and special problems of English structure and semantics.

[313 English for Teachers of English] Fall. 4 credits. Prerequisite: for undergraduate majors, Linguistics 101–102 or equivalent; for graduate students, concurrent registration in Linguistics 101 or equivalent. Not offered 1988–89.

MWF 11:15, plus one hour to be arranged.
M. Martin.
A course in modern English for teachers of nonnative speakers. An analysis of the phonetics, grammar, and semantics of the language in terms applicable to both classroom teaching and materials development.]

[314 Teaching English as a Foreign Language

Spring. 4 credits. Prerequisite: Linguistics 313. Not offered 1988–89.

M W F 11:15, plus one hour to be arranged.

M. Martin.

Methods and techniques used in the teaching of English language skills to nonnative speakers are examined. Attention is given to materials design and to current issues and new trends in the fields.]

[316 Introduction to Mathematical Linguistics

Spring. 4 credits. Prerequisite: Linguistics 101–102 or equivalent. Offered alternate years. Not offered 1988–89.

Hours to be arranged. F. Landman.

The course is an introduction to the mathematical concepts and techniques most frequently used in theoretical linguistics. Topics will include the following: elementary set theory, elementary logic, formal systems and algorithms, and trees, automata, and formal grammars. The course is designed for students who are interested in formal linguistics but feel they have a weak mathematical background. It presupposes no previous knowledge of formal methods and it will try to overcome any "anxiety" that such methods may give rise to.]

[319 Phonetics I Fall. 3 credits.

T R 1:25–2:40; disc to be arranged. J. Kingston.

An introduction to phonetic theory, with an equal emphasis on the general properties of speech production, acoustics, and perception. Training in production and transcription in a discussion section.

[320 Phonetics II Spring. 3 credits. Prerequisite: Linguistics 319.

T R 1:25–2:40; disc to be arranged. J. Kingston. Surveys current controversies in research on articulation, acoustics, and perception. The possibility of phonetic explanation in phonology is considered, focusing both on origin and development of recurrent sound patterns in languages and on the testing of the psychological reality of theoretical constructs in phonology. The phonetic implementation of phonological representations is also a central theme.

[321 History of the Romance Languages Fall.

4 credits. Prerequisite: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years. Not offered 1988–89.

M W F 1:25. C. Rosen.

Popular Latin. Pan-Romance trends in phonology, morphology, syntax, and the lexicon. Regional divergence. Non-Latin influences. Medieval diglossia and emergence of Romance standards.]

[323 Comparative Romance Linguistics Fall.

4 credits. Prerequisite: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years.

M W F 1:25. C. Rosen.

The Romance language family in a typological perspective. Salient features of eight Romance languages; broad and localized trends in phonology, syntax, and the lexicon; and elements of dialectology.

[325 Pragmatics Fall. 4 credits. Prerequisite:

Linguistics 102 or permission of instructor. Not offered 1988–89.

M W F 9:05. S. McConnell-Ginet.

An introduction to the study of such topics as speech acts, presupposition, deixis, implicatures, and conversational strategies.]

[343 Sociolinguistic Study of Hispanic Speech Communities (also Spanish 343) Fall. 4 credits.

Hours to be arranged. A. Zentella.

The varieties of Spanish and English spoken in United States Latino communities will be studied in their social context, with particular attention to the contribution of ethnicity, race, class, and gender to speech styles and discourse. Special issues include language maintenance and shift, attitudes, "Spanglish," and growing up bilingual in the barrios.

[366 Spanish in the United States (also Spanish

366) Spring. 4 credits. Prerequisite: some knowledge of Spanish. Offered alternate years. Applicable toward the social science distribution requirement.

M W F 11:15. M. Suñer.

Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics. Sex-related phenomena.

[370 Language and Cognition (also Psychology

370) Spring. 4 credits. Prerequisites: Linguistics 101 or 264, Psychology 215, or permission of one of the instructors. Not offered same years as Psychology 416.

T R 1:25–2:40. J. Bowers, H. Kurtzman.

Examination of current research on selected topics on language from both linguistic and psychological perspectives. Topics include Universal Grammar and language acquisition, syntactic parsing, word recognition, sentence production, aphasia, and schizophrenic language.

[400 Semiotics and Language (also Comparative

Literature 410) Spring. 4 credits. Prerequisites: some background in linguistics, philosophy, psychology, anthropology, or literary theory, or permission of instructor.

M W 2:30–3:45. L. R. Waugh.

An introduction to the study of semiotics in general and to particular semiotic theories (for example, those of Saussure, Peirce, Jakobson) and to language as a semiotic system.

[401 Language Typology Fall. 4 credits.

Prerequisite: Linguistics 102 or equivalent.

M W F 10:10. J. W. Gair.

Study of a basic question of contemporary linguistics: in what ways do languages differ, and in what ways are they all alike? Efforts to formalize universals of syntax and to characterize the total repertoire of constructions available to natural languages. Common morphological devices and their syntactic correlates. Emphasis on systems of case, agreement, and anaphora.

[402 Languages in Contact Fall. 4 credits.

Prerequisite: Linguistics 102 or permission of instructor. Offered alternate years. Not offered 1988–89.

M W F 9:05. H. L. Kufner.

Examination of a variety of areas where languages exhibit interference phenomena: diglossia, bilingualism, dialects, second-language acquisition.]

[403 Introduction to Applied Linguistics Fall.

4 credits. Prerequisite: a course in the structure of a language at the 400 level.

M W F 11:15. J. S. Noblitt.

Examination of the theoretical bases of applied linguistics, including second-language learning and current language-teaching methodologies.

[405–406 Sociolinguistics 405, fall; 406, spring.

4 credits each term. Prerequisite: Linguistics 102 or permission of instructor. Linguistics 405 is not a prerequisite to 406.

Hours to be arranged. Staff.

405: Social differences in the use of language according to sex, class, age, race, situation, etc. Societal multilingualism, diglossia, etc. Social attention to language: norms and standards, taboo and euphemism, and language planning. 406: The study of language variation. Theoretical and methodological issues in the study of sociolinguistic differences. Variable rules, locating variation in the grammar, and quantitative methods in linguistics.

[410 Introduction to Historical Linguistics Spring.

4 credits. Prerequisite: Linguistics 102 or permission of instructor.

M W F 10:10. J. Jasanoff.

A survey of the basic mechanisms of linguistic changes, with examples from a variety of languages.

[411 Cognitive Studies: Knowledge, Belief, and Mental Representations (also Psychology 519 and Philosophy 467) Fall. 4 credits. Prerequisite:

permission of instructor. Not offered 1988–89.

Hours to be arranged. F. Landman and staff.

An interdisciplinary seminar on issues surrounding theories of knowledge and belief and their semantic consequences, team-taught by linguists, philosophers, psychologists, and computer scientists.]

[415–416 Social Functions of Language 415, fall;

416, spring. 4 credits each term. Prerequisites: Linguistics 102 or permission of instructor. Not offered 1988–89.

Hours to be arranged. Staff.

The function of language in society; social constraints on linguistic behavior, including taboos, jargons, registers, social and socially perceived dialects.]

[417 History of the English Language Spring.

4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

Hours to be arranged. Staff.

Development of modern English; external history; phonological, grammatical, and lexical change. The English language in America.]

[418 Nonlinear Phonology Spring. 4 credits.

Prerequisite: Linguistics 302. Not offered 1988–89.

Hours to be arranged. Staff.

Explores a comprehensive model of phonological description arising out of work in autosegmental and metrical phonology. Particular topics include tone systems, syllable structure, quantity, stress and intonation, vowel harmony, and feature organization. These topics are related to fundamental issues in phonological theory such as naturalness, markedness, learnability, and universals.]

[421–422 Semantics I, II 421, fall; 422, spring.

4 credits each term. Prerequisites: for Linguistics 421, Linguistics 102; for Linguistics 422, Linguistics 421 or permission of instructor.

T R 2:55–4:10. G. Chierchia.

421: an introduction to semantics of natural language. The course starts from basic foundational questions concerning the nature of meaning and the empirical domain of semantic theory. Truth-conditional and logical theories and their application to the investigation of the structure of natural languages are extensively explored (with some comparisons with other approaches). Through the study of quantification, scope, anaphora, modalities, presuppositions, and the like, one tries to gain insight into general characteristics of the cognitive apparatus that is at the basis of our capacity for understanding sentences.

422: guides students into current work in semantic theory. The first half of the course is an introduction to Montague-style semantics, whose influence on current research is quite extensive. The second half of the course focuses on selected topics that have grown out of (and sometimes against) classical Montague semantics. Such topics are usually drawn from the following: generalized quantifiers and anaphora, type-shifting, problems of tense and aspect, the linguistic relevance of algebraic approaches to properties, propositions, events and thematic roles, and discourse representation theory.

[425–426 Structure of Bantu I and II 425, fall; 426,

spring. 4 credits each term. Prerequisites: for Linguistics 425, Linguistics 301 or permission of instructor; for Linguistics 426, Linguistics 303 and 425 or permission of instructor. Not offered 1988–89.

Hours to be arranged. G. N. Clements.

425 is an introduction to descriptive and historical Bantu linguistics. Following a review of basic features of Proto-Bantu grammar and lexicon, we examine the phonology and morphology of a selected Bantu language with the help of a native speaker assistant. 426 is a sequel to Linguistics 425 and investigates aspects of Bantu syntax and its relation to phonology, morphology, and discourse function.]

[430 Structure of Korean Spring. 4 credits.

Hours to be arranged. J. Whitman.

Intensive examination of the syntax and phonology of a non-Indo-European language with the objective of testing principles of current linguistic theory. No previous knowledge of Korean required.

436 Language Development (also Psychology 436 and Human Development and Family Studies 436) Spring. 4 credits. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. Offered alternate years.

T R 10:10–11:25; disc, T R 11:30–12:05. B. Lust. A survey of basic issues, methods, and research in study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of universal grammar and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees are addressed, but major emphasis is on the child.

440 Dravidian Structures Spring, according to demand. 4 credits. Prerequisite: Linguistics 102.

Hours to be arranged. Staff.
A comparative and contrastive analysis of the structures of several Dravidian languages.

442 Indo-Aryan Structures Fall, according to demand. 4 credits. Prerequisite: Linguistics 102.

Hours to be arranged. J. W. Gair.
Typological discussion of the languages of the subfamily, phonology and grammar.

493 Honors Thesis Research Fall. 4 credits.

Hours to be arranged. Staff.
May be taken before or after Linguistics 494, or may be taken independently.

494 Honors Thesis Research Spring. 4 credits.

Hours to be arranged. Staff.
May be taken as a continuation of, or before, Linguistics 493.

600 Field Methods Fall or spring. 4 credits.

Prerequisites: Linguistics 101 or 319.
Hours to be arranged. G. Diffloth.
Elicitation, recording, and analysis of data from a native speaker of a non-Western language not generally known to students.

[601 Topics in Phonological Theory] Fall.

4 credits. Prerequisite: Linguistics 301 and one other course in phonology. Not offered 1988–89.

Hours to be arranged. Staff.
Selected topics in current phonological theory.]

[603 History of Linguistics] Fall. 4 credits. Not offered 1988–89.

Hours to be arranged. Staff.
The history of linguistics from early Greek and Sanskrit grammarians to the modern period.]

604 Research Workshop Spring. 4 credits.

Prerequisite: three or more semesters of graduate study in linguistics.
Hours to be arranged. Staff.
Participants will present their own ongoing research and discuss it with their colleagues. Individual topics will be chosen on the basis of interest, experience, and probable focus of dissertation research.

[608 Discourse Analysis] Fall. 4 credits.

Prerequisite: permission of instructor. Not offered 1988–89.
M 2:30–4:30. J. E. Grimes.
Linguistic theory applied to relationships beyond the sentence.]

[609 Greek Comparative Grammar (also Classics 421)] Fall. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1988–89.

M W F 10:10. A. Nussbaum.
The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

[610 Latin Comparative Grammar (also Classics 422)] Fall or spring. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 1988–89.

Hours to be arranged. A. Nussbaum.
The prehistory and evolution of the sounds and forms of classical Latin as reconstructed by comparison with the other Indo-European languages.]

[611 Greek Dialects (also Classics 425)] Fall or spring. 4 credits. Not offered 1988–89.

Hours to be arranged. A. Nussbaum.
A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.]

[612 Italic Dialects (also Classics 424)] Fall or spring. 4 credits. Not offered 1988–89.

Hours to be arranged. A. Nussbaum.
The phonology and morphology of Faliscan, Oscan, and Umbrian studied through the reading of epigraphical texts. Attention to the relations of these languages to Latin and the question of proto-Italic.]

[613 Homeric Philology (also Classics 427)] Fall or spring. 4 credits. Prerequisite: ability to read Homeric Greek. Not offered 1988–89.

Hours to be arranged. A. Nussbaum.
The language of the Homeric epics: dialect background, archaisms, epicisms, and modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

614 Archaic Latin (also Classics 426) Spring. 4 credits. Prerequisite: reading knowledge of Latin.

Hours to be arranged. A. Nussbaum.
Reading of epigraphic and literary preclassical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.

[615 Mycenaean Greek (also Classics 429)] Fall or spring. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 1988–89.

Hours to be arranged. A. Nussbaum.
An introduction to the epigraphy, language, and content of the Linear B tablets with special attention to their implications for Greek historical grammar and dialectology.]

[617–618 Hittite] 617, fall; 618, spring. 4 credits each term. Prerequisites: for Linguistics 617, permission of instructor; for Linguistics 618, Linguistics 617 or permission of instructor. Not offered 1988–89.

Hours to be arranged. J. Jasanoff.]

619 Rigveda Fall. 4 credits.

Hours to be arranged. J. Jasanoff.
Reading and linguistic analysis of selected Vedic hymns.

[620 Area Topics in Romance Linguistics] Spring. 4 credits. May be repeated for credit. Offered alternate years. Not offered 1988–89; next offered 1989–90.

Hours to be arranged. J. S. Noblitt.
Topic for 1987: reading and linguistic analysis of the Old Provençal text *Flamenca*.]

[621 Problems and Methods in Romance Linguistics] Spring. 4 credits. Prerequisite: one syntax course and qualification in two Romance languages. Offered alternate years. Not offered 1988–89.

Hours to be arranged. C. Rosen.
Central topics in Romance syntax in the light of current theories of universal grammar.]

[622 Romance Dialectology] Spring. 4 credits. Offered every third year. Not offered 1988–89.

Hours to be arranged. C. Rosen.
Diachronic and synchronic survey of dialects of the Romance language areas.]

[623–624 Old Irish] 623, fall; 624, spring. 4 credits each term. Prerequisite for 624: 623 or permission of instructor. Not offered 1988–89.

Hours to be arranged. J. Jasanoff.]

[625–626 Middle Welsh] 625, fall; 626, spring. 4 credits each term. Prerequisites: for Linguistics 625, knowledge of one ancient or medieval European language or permission of instructor; for Linguistics 626, Linguistics 625 or equivalent. Not offered 1988–89.

Hours to be arranged. Staff.]

[627 Advanced Old Irish] Spring. 3 credits.

Prerequisite: one year of Old Irish. Not offered 1988–89.
Hours to be arranged. Staff.]

[631 Comparative Indo-European Linguistics] Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

T R 10:10–11:25. J. Jasanoff.
An introduction to the comparative grammar of the Indo-European languages.]

[633 Seminar in First-Language Acquisition: Cross-linguistic Studies of the Acquisition of Anaphora (also Human Development and Family Studies 633)] Fall or spring. 1–4 credits. Prerequisite: Linguistics 436 or equivalent or permission of instructor. Not offered 1988–89.

Hours to be arranged. B. Lust.
This seminar will review and critique current theoretical and experimental studies of the first-language acquisition of anaphora, with a concentration on insights gained by cross-linguistic study of this area. The seminar will focus on relating current developments in linguistic theory regarding anaphora to current experimental research on first-language acquisition of anaphora. Attention will also be given to the development of research proposals.]

635–636 Indo-European Workshop 635, fall; 636, spring. 4 credits each term. Prerequisite: permission of instructor.

Hours to be arranged. Fall: A. Nussbaum; spring: J. Jasanoff.
An assortment of subjects intended for students with previous training in Indo-European linguistics: problems in the reconstruction of Proto Indo-European, topics in the historical grammars of the various IE languages, reading and historical linguistic analysis of texts, and grammatical sketches of “minor” IE languages.

639–640 Introduction to Pali 639, fall; 640, spring. 3 credits each term.

Hours to be arranged. J. W. Gair.
639 is an introduction to the language of the canonical texts of Theravada Buddhism. Reading of authentic texts with emphasis on both content and grammatical structure. Familiarity with Sanskrit is *not* required. 640 is a continuation of 639 with further readings.

[641–642 Elementary Sanskrit] 641, fall; 642, spring. 3 credits each term. Prerequisite for Linguistics 642: Linguistics 641. Not offered 1988–89.

Hours to be arranged. Fall: A. Nussbaum; spring: J. Jasanoff.]

643 Dialects in Contact Fall. 4 credits.

Hours to be arranged. A. Zentella.
This course will analyze the sociolinguistic repercussions of frequent communication among speakers of different dialects of the same language, including the implications for panlectal versus polylectal grammars. Special topics include language change, linguistic accommodation, and speech community identity. Although dialects of Spanish in the United States and of English in the United States and Great Britain will be the focus of the readings, applications to dialects of other languages are welcomed. Particular attention will be paid to methodology, both qualitative and quantitative approaches.

[647-648 Speech Synthesis by Rule] 647, fall; 648, spring. 4 credits each term. Prerequisite: phonology and phonetics or knowledge of computer programming and permission of instructor. Offered alternate years. Not offered 1988-89.

Hours to be arranged. S. R. Hertz.

Linguistics 647 is an introduction to the techniques used in speech synthesis by rule. Particular emphasis will be given to synthesizing English with a consideration of how to derive phonological representations (e.g., phonemes and syllables) from ordinary spelling and how to derive acoustic synthesizer values on the basis of these representations. Students will have hands-on experience synthesizing speech in the Cornell Phonetics Laboratory. In Linguistics 648 students will work on individual synthesis projects using the Delta System, which provides a special linguistically oriented programming language that can be used to synthesize any language.]

651-652 Old Javanese Fall or spring, according to demand. 4 credits.

Hours to be arranged. J. U. Wolff.
Grammar and reading of basic texts.

653-654 Seminar in Southeast Asian Linguistics 653, fall; 654, spring. 4 credits each term. Prerequisite: Linguistics 303 or permission of instructor. Linguistics 653 is not a prerequisite for 654.

Hours to be arranged. G. Diffloth.

Languages of mainland Southeast Asia. Topics, chosen according to student interests, may include description, dialectology, typology, comparative reconstruction, and historical studies.

655-656 Seminar in Austronesian Linguistics

655, fall; 656, spring. 4 credits each term.

Prerequisites: for Linguistics 655, Linguistics 102 and permission of instructor; for Linguistics 656, Linguistics 655.

Hours to be arranged. J. U. Wolff.

Descriptive and comparative studies of Malayo-Polynesian languages.

657-658 Seminar in Austroasiatic Linguistics

657, fall; 658, spring. 4 credits each term.

Prerequisites: Linguistics 102 and permission of instructor.

Hours to be arranged. G. Diffloth.

Descriptive and comparative studies of Austroasiatic languages.

700 Seminar Fall or spring, according to demand. Credit to be arranged.

Hours to be arranged. Staff.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included subject and topic, Montague grammar, speech synthesis, lexicography, classical and autonomous phonology, Japanese sociolinguistics, relational grammar, semantics and semiotics, and others.

701-702 Directed Research 701, fall; 702, spring. 1-4 credits.

Hours to be arranged. Staff.

[753 Tibeto-Burman Linguistics] Fall. 4 credits. Prerequisites: Linguistics 404 or equivalent, and permission of instructor. Not offered 1988-89.

Hours to be arranged. Staff.

Comparative reconstruction of Tibeto-Burman, with emphasis on the Lolo-Burmese branch and historical study of Burmese.]

774 Proseminar in Cognitive Studies II (also Computer Science 774) Spring. 2 credits.

TR 1:30-3. Staff.

The focus will be on the contribution of linguistics, computer science, and neuroscience to the study of cognition. Topics may include the phonology, syntax, and semantics of natural language; artificial intelligence work in natural language processing, vision, and reasoning; parallel distributed processing; and neuropsychology.

Additional Linguistics Courses

[Chinese 401 History of the Chinese Language]

[Chinese 403 Linguistic Structure of Chinese I]

[Chinese 404 Linguistic Structure of Chinese II]

[Chinese 405 Chinese Dialects]

[Chinese 607 Chinese Dialect Seminar]

French 401 History of the French Language

[French 407 Applied Linguistics: French]

[French 408 Linguistic Structure of French]

French 410 Semantic Structure of French

French 602 Linguistic Structure of Old and Middle French

[French 604 Contemporary Theories of French Grammar]

French 700 Seminar in French Linguistics

German 401 Introduction to Germanic Linguistics

[German 402 History of the German Language]

[German 403 Modern German Phonology]

German 404 Modern German Syntax

[German 405 German Dialectology]

[German 406 Runology]

German 407 Applied Linguistics: German

[German 408 Linguistic Structure of German]

[German 602 Gothic]

German 603 Old High German, Old Saxon

[German 604 Old Low Franconian, Old Frisian]

[German 605 Structure of Old English]

[German 606 Topics in Historical Germanic Phonology]

[German 607 Topics in Historical Germanic Morphology]

[German 608 Topics in Historical Germanic Syntax]

German 609-610 Old Norse

[German 611 Readings in Old High German and Old Saxon]

[German 612 Germanic Tribal History]

German 710 Seminar in Germanic Linguistics

[German 720 Seminar in Comparative Germanic Linguistics]

[German 730 Seminar in German Linguistics]

[German 740 Seminar in Dutch Linguistics]

Hindi 700 Seminar in Hindi Linguistics

Indonesian 300 Linguistic Structure of Indonesian

[Italian 402 History of the Italian Language]

Italian 403 Linguistic Structure of Italian

[Italian 432 Italian Dialectology]

Italian 631 Readings in Italian Opera Libretti

[Italian 700 Seminar in Italian Linguistics]

Japanese 404 Linguistic Structure of Japanese

Japanese 410 History of Japanese Language

Khmer 404 Structure of Khmer

[Portuguese 700 Seminar in Portuguese Linguistics]

Quechua 403 Linguistic Structure of Quechua

Quechua 700 Seminar in Quechua Linguistics

Russian 301-302 Advanced Russian Grammar and Reading

[Russian 401-402 History of the Russian Language]

Russian 403-404 Linguistic Structure of Russian

[Russian 601 Old Church Slavic]

[Russian 602 Old Russian]

[Russian 651-652 Comparative Slavic Linguistics]

Russian 700 Seminar in Slavic Linguistics

[Spanish 401 History of the Spanish Language]

Spanish 407 Applied Linguistics: Spanish

[Spanish 408 The Grammatical Structure of Spanish]

Spanish 601 Hispanic Dialectology

Spanish 602 Linguistic Structure of Ibero-Romance

[Spanish 603 Contemporary Theories of Spanish Phonology]

[Spanish 604 Contemporary Theories of Spanish Grammar]

Spanish 700 Seminar in Spanish Linguistics]

[Tagalog 300 Linguistic Structure of Tagalog]

Nepali

101-102 Elementary Nepali 101, fall; 102, spring. 6 credits each term. Prerequisite: for Nepali 102, Nepali 101 or examination.

Hours to be arranged. K. S. March and staff. Intended for beginners or students placed by examination. The emphasis is on basic grammar and speaking and comprehension skills, utilizing culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.

201-202 Intermediate Nepali Conversation 201, fall; 202, spring. 3 credits each term. Prerequisites: for Nepali 201, Nepali 102 or examination; for Nepali 202, Nepali 201 or examination.

Hours to be arranged. K. S. March and staff. Intermediate instruction in grammar and speaking and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields.

203-204 Intermediate Nepali Composition 203, fall; 204, spring. 3 credits each term. Prerequisites: for Nepali 203, Nepali 102 or examination; for Nepali 204, Nepali 203 or examination.

Hours to be arranged. K. S. March and staff.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

Pali

See Linguistics 639–640.

Polish

131–132 Elementary Course 131, fall; 132, spring. 3 credits each term. Prerequisite: for Polish 132: Polish 131 or equivalent. Offered alternate years.
M W F 10:10 or 1:25. E. W. Browne.

[133–134 Continuing Course 133, fall; 134, spring. 3 credits each term. Prerequisites: for Polish 133, Polish 132 or equivalent; for Polish 134, Polish 133 or equivalent. Not offered 1988–89.
Hours to be arranged. E. W. Browne.]

Portuguese

121–122 Elementary Course 121, fall; 122, spring. 4 credits each term. Intended for beginners. Students may attain qualification upon completion of 122 by achieving a satisfactory score on a special examination.

M–F 10:10. J. Oliveira.
A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

203–204 Intermediate Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisites: for Portuguese 203, qualification in Portuguese; for Portuguese 204, Portuguese 203 or permission of instructor.

M W F 11:15. J. Oliveira.
Conversational grammar review with special attention to pronunciation and the development of accurate and idiomatic oral expression. Includes readings in contemporary Portuguese and Brazilian prose and writing practice.

303–304 Advanced Composition and Conversation 303, fall; 304, spring. 4 credits each term. Prerequisite: for Portuguese 303, Portuguese 204 or equivalent; for Portuguese 304, Portuguese 303 or equivalent.

Hours to be arranged. J. Oliveira.

[700 Seminar in Portuguese Linguistics Fall or spring, according to demand. 4 credits. Not offered 1988–89.

Hours to be arranged. Staff.
Selected problems in the structure of Portuguese.]

Quechua

131–132 Elementary Course 131, fall; 132, spring. 3 credits each term. Prerequisite: qualification in Spanish.

Hours to be arranged. D. F. Solá.
A beginning conversation course in the Cuzco dialect of Quechua.

133–134 Continuing Course 133, fall; 134, spring. 3 credits each term. Prerequisites: for Quechua 133, Quechua 131–132 or equivalent; for Quechua 134: Quechua 133 or equivalent.

Hours to be arranged. D. F. Solá.
An intermediate conversation and reading course. Study of the Huarochiri manuscript.

135–136 Quechua Writing Lab 135, fall; 136, spring. 1 credit each term. Prerequisites: concurrent enrollment in Quechua 131–132 or instructor's approval. Letter grade only.

Hours to be arranged. D. F. Solá.
Computer-assisted drill and writing instruction in elementary Quechua.

403 Linguistic Structure of Quechua Fall. 4 credits.

Hours to be arranged. D. F. Solá.
Survey of the grammatical structure of Quechua dialects.

700 Seminar in Quechua Linguistics Fall or spring. Credit to be arranged. Prerequisite: permission of instructor.

Hours to be arranged. D. F. Solá.

Romance Linguistics and Literature

Linguistics

[321 History of the Romance Languages Fall. 4 credits. Prerequisite: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years. Not offered 1988–89.

M W F 1:25. C. Rosen.
For description see Linguistics 321.]

323 Comparative Romance Linguistics Fall. 4 credits. Prerequisite: Linguistics 101 or equivalent, and qualification in any Romance language. Offered alternate years.

M W F 1:25. C. Rosen.
For description, see Linguistics 323.

[620 Area Topics in Romance Linguistics Spring. 4 credits. May be repeated for credit. Offered alternate years. Not offered 1988–89; next offered 1989–90.

Hours to be arranged. J. S. Noblitt.
For description see Linguistics 620.]

[621 Problems and Methods in Romance Linguistics Spring. 4 credits. Prerequisite: one syntax course and qualification in two Romance languages. Offered alternate years. Not offered 1988–89.

Hours to be arranged. C. Rosen.
For description see Linguistics 621.]

[622 Romance Dialectology Spring. 4 credits. Offered every third year. Not offered 1988–89.

Hours to be arranged. C. Rosen.
For description see Linguistics 622.]

See also Classics 423, Vulgar Latin.

Literature

109 Freshman Writing Seminar: Techniques of Interpretation: An Introduction to Semiotics (also French 109) Fall or spring. 3 credits.

M W F 9:05 or 1:25. Staff.
In its broadest meaning, semiotics is the study of signs that carry information: roadside signs, fashions, advertisements, publicity posters, literary modes. This course, which does not presuppose prior technical knowledge, will introduce the students to a critical reading of signs: the signifier (the concrete expression of the sign) and the signified (the message) and their various interactions. Readings will include such books as R. Barthes, *Mythologies*, or T. Hawkes, *Structuralism and Semiotics*. Exercises will be essays on how to analyze various signs taken from practical experience, such as advertisements from magazines or T.V., or from cultural phenomena (fashion codes, artistic modes).

[361 The Culture of Early Renaissance (also Comparative Literature 361 and History of Art 350) 4 credits. Not offered 1988–89.]

404 Cogito Ergo Sum: Thought and Existence from Descartes to Sartre (also French 404 and Comparative Literature 404) Spring. 4 credits.
W 2:30–4:25. W. Holdheim.

The course will trace the development of the Cartesian *cogito*, as the founding principle of modern subjectivity in both philosophy and literature, through a reading of representative works from Descartes to Sartre. Readings will, among others, include Kierkegaard, Husserl, Unamuno, and representative romantic and postromantic tales and autobiographical writings.

424 Composition and Style Spring. 4 credits. Conducted in French.

T R 1:25–2:40. J. Béreaud.
Designed primarily for graduate students and for undergraduates who have advanced beyond the level of French 312, this course is intended to promote a more nuanced and analytic general competence in both written and oral expression. Students will be assigned weekly papers, either translations into French or pastiches, and will occasionally present oral explications de textes in class. Selected readings in the area of stylistics will be discussed, and their applicability to the analysis of some literary texts will be tested.

[431 Isms: General Concepts in Modern Cultural History (also Comparative Literature 431) 4 credits. Not offered 1988–89.]

[459 Being, God, Mind: Key Terms of Western Thought from Plato to Vico (also Comparative Literature 359) 4 credits. Not offered 1988–89.]

[460 Biology and Theology: Approaches to the Origin of Life, Evolution, Heritage and Freedom, Sexuality and Death (also Comparative Literature 460) 4 credits. Not offered 1988–89.]

[497 Heidegger: Short Writings (also Comparative Literature 497 and German 497) 3 credits. Not offered 1988–89.]

Rumanian

131–132 Elementary Course 131, fall; 132, spring. Offered according to demand. 3 credits. Prerequisite for Rumanian 132: Rumanian 131 or equivalent.

133–134 Continuing Course 133, fall; 134, spring. Offered according to demand. 3 credits. Prerequisite for Rumanian 134: Rumanian 133 or equivalent.

Russian

L. H. Babby, E. W. Browne, P. Carden, C. Emerson, G. Gibian (director of undergraduate studies, fall [literature]), 193 Goldwin Smith Hall, 255-8350), R. L. Leed (director of undergraduate studies [language and linguistics]), 302 Morrill Hall, 255-2322), N. Pollak, M. Scammell, S. Senderovich (director of undergraduate studies, spring [literature]), 169 Goldwin Smith Hall, 255-8350), G. Shapiro

The Russian Major

Russian majors study Russian language, literature, and linguistics, emphasizing their specific interests. It is desirable, although not necessary, for prospective majors to complete Russian 101–102, 201–202, and 203–204 as freshmen and sophomores, since these courses are prerequisites to most of the junior and senior courses that count toward the major. Students may be admitted to the major upon satisfactory completion of Russian 102 or the equivalent. Students who elect to major in Russian should consult both Professor Gibian and Professor Leed as soon as possible. For a major in Russian, students will be required to complete (1) Russian 301–302 or 303–304 or the equivalent, and (2) 18 credits from 300- and 400-level literature and linguistics courses, of which 12 credits must be in literature in the original Russian.

Certain courses may, with the permission of the instructor, be taken for one additional hour's credit. Such courses will involve a one-hour section each week with work in the Russian language. These courses count one hour each of credit towards the 12 courses of Russian literature in the original language required for the major.

Study Abroad

Cornell is an affiliated institution in the program for Russian language study at Leningrad State University. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from Professor Wayles Browne.

Honors. Students taking honors in Russian undertake individual reading and research and write an honors essay.

Fees. Depending on the course, a small fee may be charged for photocopied texts for course work.

Freshman writing seminar requirement. The following courses will satisfy the freshman writing seminar requirement: Russian 103, 104, 105, 107, and 108.

Russian and Soviet Studies Major

See "Special Programs and Interdisciplinary Studies," which follows the department listings.

Language and Linguistics

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Russian 102: Russian 101 or equivalent. Intended for beginners or students placed by examination and those who wish to obtain qualification within two semesters or who wish to enter the 200-level sequence the following fall semester. The sequence 101–102 covers the same material as 121–122–123 at a more intensive pace.

Lec, T R 11:15 or 2:30; drills M–F 9:05, 12:20, or 1:25. R. L. Leed and staff.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar and reading.

121–122 Elementary Course 121, fall; 122, spring. 4 credits each term. Prerequisite for Russian 122: Russian 121 or equivalent. Intended for beginners or students placed by examination. The sequence 121–122–123 covers the same material as 101–102 at a less intensive pace. Students who obtain a CPT achievement score of 560 after Russian 121–122 attain qualification and may enter the 200-level sequence; otherwise Russian 123 is required for qualification.

Lec, F 1:25 or 2:30; drills, M T W R 9:05, 12:20, or 1:25. R. L. Leed and staff.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar and reading.

123 Continuing Russian Fall or summer. 4 credits. Limited to students who have previously studied Russian and have a CPT achievement score between 450 and 559. Satisfactory completion of Russian 123 fulfills the qualification portion of the language requirements.

Lec, F 12:20; drills, M T W R 12:20, 1:25, or 3:35. Staff.

A prequalification course designed to prepare students for study at the 200 level. Passing this course is equivalent to qualification.

203–204 Intermediate Composition and Conversation 203, fall or spring; 204, spring. 3 credits each term. Prerequisite: qualification in Russian (Russian 123 or CPT score 560–649). Prerequisite for Russian 204: Russian 203 or equivalent.

203, fall: M T R F 10:10, 11:15, or 2:30; spring: M T R F 11:15. L. and S. Paperno.

204, spring: M T R F 10:10, 11:15, or 2:30; L. and S. Paperno.

Guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language.

205–206 Russian for Scientists 205, fall; 206, spring. 2 credits each term. Prerequisites: qualification in Russian (Russian 102 or 123 or CPT score 560–649). Both semesters must be taken in order to satisfy the proficiency level for the language requirement. This course cannot be used to satisfy the humanities requirement.

Hours to be arranged. S. Paperno, R. L. Leed. Reading unabridged articles on a variety of topics in social sciences, mathematics, physics, chemistry, biology, and engineering.

Note: Students placed in the 200-level courses also have the option of taking courses in introductory literature; see separate listings under Russian 201, and 202 for descriptions of these courses, any of which may be taken concurrently with the 203–204 and 205–206 language courses described above. The introductory literature courses are offered by the Department of Russian Literature, and the 203–204 and 205–206 language courses by the Department of Modern Languages and Linguistics.

301–302 Advanced Russian Grammar and Reading

301, fall; 302, spring. 4 credits each term. Prerequisites: for Russian 301, second-year Russian or permission of instructor; for Russian 302, Russian 301. Offered alternate years.

T R 2:55–4:10. L. H. Babby.

This course is intended primarily to increase the student's active command of difficult Russian syntactic constructions. Special attention is paid to word order, impersonal sentences, negation, participles, gerunds, and also to building active vocabulary through reading modern Russian prose.

303–304 Advanced Composition and Conversation

303, fall; 304, spring. 4 credits each term. Prerequisites: for Russian 303, Russian 204 or equivalent; for Russian 304, Russian 303 or equivalent.

M W F 10:10 or 2:30. L. and S. Paperno.

305–306 Directed Individual Study 305, fall; 306, spring. 2 credits. Prerequisites: for Russian 305, Russian 303–304 or equivalent; for Russian 306, Russian 305.

Hours to be arranged. Staff.

[401–402 History of the Russian Language] 401, fall; 402, spring. 4 credits each term. Prerequisites: for Russian 401, qualification in Russian; for Russian 402, Russian 401 or equivalent. Offered alternate years. Not offered 1988–89; next offered 1990–91.

T R 10:10–11:40. L. H. Babby.

Phonological, morphological, and syntactic developments from Old Russian to modern Russian.]

403–404 Linguistic Structure of Russian 403, fall; 404, spring. 4 credits each term. Prerequisite for Russian 403: qualification in Russian; Linguistics 101–102 recommended. Prerequisite for Russian 404: Russian 403 or equivalent. Offered alternate years.

T R 10:10–11:40. L. H. Babby.

A synchronic analysis of the structure of modern Russian. Russian 403 deals primarily with phonology and morphology and 404 with syntax. Topics covered include case theory, the functions of word order, voice, agreement, impersonal constructions, negation, and the relation between morphology and syntax.

413–414 Advanced Conversation and Stylistics

413, fall; 414, spring. 2 credits each term. Prerequisites: for Russian 413, Russian 303–304 or the equivalent, for Russian 414, Russian 413.

T R 3:35–4:25. L. and S. Paperno.

Reading and discussion of authentic unabridged Russian texts in a variety of nonliterary styles and genres.

[601 Old Church Slavic] Fall. 4 credits. This course is prerequisite to Russian 602. Offered alternate years. Not offered 1988–89.

M W F 10:10. E. W. Browne.

Grammar and reading of basic texts.]

[602 Old Russian] Spring. 4 credits. Prerequisite: Russian 601. Offered alternate years. Not offered 1988–89.

Hours to be arranged. L. H. Babby.

Grammatical analysis and close reading of Old Russian texts.]

633–634 Russian for Graduate Specialists 633, fall; 634, spring. 2 credits each term. Prerequisite: four years of college Russian. For graduate students only.

Hours to be arranged. L. and S. Paperno.

The course is designed for graduate students who specialize in an area of Russian studies requiring fine active control of the language. Students will have an

opportunity to speak formally and informally on topics in their specialty. Fine points of syntax, usage, and style will be discussed.

[651–652 Comparative Slavic Linguistics] 651, fall; 652, spring. 4 credits each term. Prerequisites: for Russian 651, Russian 601 taken previously or simultaneously or permission of instructor; for Russian 652, Russian 651 or permission of instructor. Offered alternate years. Not offered 1988–89.

Hours to be arranged. E. W. Browne. Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern languages.]

700 Seminar in Slavic Linguistics

Offered according to demand. Variable credit.

Hours to be arranged. Staff. Topics chosen according to the interests of staff and students.

Literature

103 Freshman Writing Seminar: Classics of Russian Thought and Literature Fall or spring. 3 credits.

M W F 12:20 or 1:25. Staff.

Russian society has always seen its literature as having a mission important to the development of the nation. In this course we will examine Russian literature as it participates in the debate, whether Russia? We will look in particular at the conflict between the Slavophiles, those who thought Russia had its own unique destiny, and the Westernizers, those who thought Russia should look to the West for a model in its development. We will be reading such Russian authors as Turgenev, Dostoevsky, Herzen, and Solzhenitsyn in English translation. The course will examine the rhetorical means each author uses to make his argument.

104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces Fall or spring. 3 credits.

M W F 9:05 or 10:10. P. Carden and staff.

This course will introduce students to a broad selection of the major works of the Russian literary tradition. Our emphasis will be on what makes each work interesting as writing, what themes have been particularly interesting to Russians, and how we recognize the distinctive voice of each of the writers we are studying. Among the authors read are Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. All reading is in English translation.

105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces Fall or spring. 3 credits.

M W F 11:15. Staff.

Russian literature in the twentieth century has endured many ups and downs. At times it has produced great masterpieces of modern art. At times it has been forced into the dry mode of "socialist realism," in which it had to voice the ideas forced upon it by a totalitarian government. Russian authors have been glorified as the voice of the nation, and they have also perished in concentration camps in the far north of Siberia. In this course we will read a representative selection of these authors, including those who took the path of art, those who bent to the "social command," and those who assumed a politically dissident stance. Among the authors read will be Babel, Pasternak, Olesha, and Solzhenitsyn. All reading in English translation.

107 Freshman Writing Seminar: Writers on Writing Fall or spring. 3 credits.

T R 10:10–11:25. Staff.

Why do we write or read? The centrality of reading and writing in our lives evidences our dependence on language. Both processes paradoxically mirror and create reality. We will examine how writers of nineteenth- and twentieth-century Russian literature from Gogol to Olesha portray reading or writing processes in their works and, with the help of selections from Schiller, Poulet, Sartre, and others, we will analyze how and why we read and write.

[108 Freshman Writing Seminar: 100 Years of Russian Fiction (1830–1930)] Fall. 3 credits. Not offered 1988–89.

M W F 10:10. N. Pollak.

What is the "truth" of the work of fiction? Native responses to Russian literature in the nineteenth and twentieth centuries have included two apparently antithetical—and passionately proclaimed—responses to this question. According to one view, that truth lies in the ideal content of the work, its fidelity to "objective" reality, and its social relevance. According to the other view, which arose in part as a response and counterweight to the first, the truth is inseparable from the stylistic aspects of the work. In reading short fiction by such writers as Pushkin, Gogol, Tolstoy, Chekhov, and Babel, we will attempt to examine the ways each of them asserts his conception of the truth—and the ways these approaches must overlap in the determination of the complex truth that is the work of art.]

201–202 Readings in Russian Literature 201, fall; 202, spring. 3 credits each term. Prerequisite: qualification in Russian. Open to freshmen.

M W F 10:10 or 12:20. G. Shapiro or N. Pollak.

These courses are designed as the initial courses students take after qualification in Russian and are conducted mainly in Russian. Considerable guidance is provided, however, and there is no presumption of fluency. The goals of the courses are to introduce students to Russian literature in the original, to sample differing literary styles, and to accomplish both with minimal recourse to English in class. Several short papers in Russian and English will be assigned. Readings from nineteenth- and twentieth-century masters of prose and verse such as Pushkin, Lermontov, Tiutchev, Tolstoy, Chekhov, Babel, and Zoshchenko.

[307 Themes from Russian Culture I] Fall. 4 credits. Not offered 1988–89.

M W F 1:25. Staff.

Russia is a difficult culture to understand because it has been, at least until the twentieth century, two cultures: a Westernized elite and a vast, conservative Orthodox peasantry. The rift between what was "natively Russian" and what was borrowed from the West created for the educated classes a major crisis in identity. Where did Russia belong? Many of the greatest works of Russian culture are products of an attempt to bring these cultures together. This course begins by sampling the traditional aspects of Russian culture—folktales, early chronicles, and lives of the saints. We then consider the transition to more Westernized forms, beginning in the eighteenth century, and the crises this provoked. Subsequent readings are organized around three recurrent themes: the experience of the city (Petersburg), the displaced intellectual (Russia's "superfluous men"), and the search for meaningful biography—which is linked, on a larger scale, with Russia's search for an identity in history. The basic texts are literary works of moderate length (no huge novels). Class participation is crucial.]

308 Themes from Russian Culture II Spring. 4 credits.

M W F 1:25. G. Shapiro.

This course is based on lectures, discussions, and audiovisual presentations (slides, tapes, films). It includes various aspects of Russian culture such as literature, art, music, religion, philosophy, and social thought over the last hundred-year period. The course is designed to give undergraduates a broad familiarity with the cultural traditions of the country that plays a major role in the world today. Russian culture will be presented as part of Western civilization with attention given to its distinctive character. The basic texts are literary works of moderate length in English translation. The works of such writers as Lev Tolstoy, Anton Chekhov, Vladimir Nabokov, and Aleksandr Solzhenitsyn will be discussed.

[314 Intellectual Background of Russian Literature, 1825–1930] Not offered 1988–89.]

329 Eastern Europe Today: Economics, Government, Culture (also Economics 329 and Government 326) Fall. 4 credits.

T R 2:55–4:10. G. Gibian, M. Rush, G. Staller. Introductory interdisciplinary survey of Poland, Hungary, Czechoslovakia, and Yugoslavia since World War II, with emphasis on contemporary developments. The goals of the course are to examine differences among East European countries as well as common elements.

[330 The Soviet Union: Politics, Economics, and Culture (also Economics 330 and Government 330)] Spring. 4 credits. Not offered 1988–89.

T R 2:55–4:10. G. Gibian, M. Rush, G. Staller. Interdisciplinary survey of the U.S.S.R. since the Revolution, with emphasis on contemporary developments.]

331 Introduction to Russian Poetry Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students.

M W 2:30–3:45. N. Pollak.

A survey of Russian poetry with primary emphasis on the analysis of individual poems by major poets.

[332 Russian Theatre and Drama] Not offered 1988–89.]

334 The Russian Short Story Spring. 4 credits.

Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students.

T R 11:40–12:55. S. Senderovich.

A survey of two centuries of Russian story telling. Emphasis on the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism.

[335 Gogol] Spring. 4 credits. There may be a special section for students who read Russian; if they are Russian majors, they may count this course as one in the original language. Also open to graduate students. Not offered 1988–89.

M W 2:30–3:45. Staff.

Selected works of Gogol read closely and viewed in relation to his life and to the literature of his time. Readings in English translation.]

350 Education and the Western Literary Tradition (also Comparative Literature 350 and College Scholar 350) Spring. 4 credits.

M W F 10:10. P. Carden.

A major philosophical tradition has conceived of education as encompassing the whole of our lives. What we should do or be is seen as the result of every choice we make. The whole of our human contacts is understood as a school in which we form ourselves. This all-encompassing vision of education has been embodied in the works of the great philosopher-fantasts who use the forms of fiction to explore fundamental issues of education. In this course we will examine several key philosophical fantasies, among them Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*. Our aim will be to understand how the discourse on education became a central part of our Western tradition.

[367 The Russian Novel (also Comparative Literature 367)] Fall. 4 credits. Also open to graduate students. Special disc section for students who read Russian. Not offered 1988–89.

T R 9:05 plus 1 hour to be arranged. G. Gibian. Realism and modernism. Study of the major Russian prose writers, primarily of the nineteenth and twentieth centuries. Novels and short stories by Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, and others.]

[368 Soviet Literature] Spring. 4 credits. Also open to graduate students. There will be a special section for students who read Russian. Not offered 1988–89.

M 2:30–4:30 plus one hour to be arranged. Staff. Selected works of Russian literature, 1917 to date, examined primarily as works of art, with some attention

to their social, political, and historical importance. Mayakovsky, Babel, Pasternak, Solzhenitsyn, and others. In English translation.]

[369 Dostoevsky (also Comparative Literature 383)] Fall. 4 credits. Not offered 1988–89.]

[371 Literature of the Third Wave] Spring. 4 credits. Not offered 1988–89.

M W 11:15 plus one hour to be arranged.

M. Scammell.

The literature of the "third emigration." A survey of recent Russian literature by writers who have voluntarily or involuntarily left the Soviet Union during the past fifteen years. Among the authors discussed will be Solzhenitsyn, Sinyavsky, Brodsky, Zinoviev, Sokolov, Aksyonov, Vionovich, Limonov, Vladimir, Maximov, Aleshkovsky, Dovlatov, and Gorbanevskaya. Some consideration will be given to the influences of émigré publishing houses and literary magazines on the development of contemporary Russian literature and literary and political issues being debated by émigré literary circles.]

373 Chekhov Fall. 4 credits. A special section is offered for students who read Russian.

T R 11:40–12:55. S. Senderovich.

Reading and discussion of Chekhov's works, with emphasis on the short story. The course is designed for non-specialists as well as literature majors. A variety of approaches will be employed; informal lectures and discussions.

[375 Literature of the Soviet Period, 1917–45]

Fall. 4 credits. Prerequisite: permission of instructor. Also open to graduate students. Russian majors may do part or all of the reading in Russian by prior agreement with the instructor. Not offered 1988–89.

T R 11:40–12:55. M. Scammell.

A survey of the development of Russian literature during the second quarter of the twentieth century, with the emphasis on attempts to create a purely Soviet literature but also taking into account the achievements of non-Soviet writers, including émigrés and the so-called fellow travelers.]

[376 Literature of the Soviet Period, 1945–85]

Spring. 4 credits. Prerequisite: permission of instructor. Also open to graduate students. Russian majors may do part or all of the reading in Russian, by prior agreement with the instructor. Not offered 1988–89.

T R 11:40–12:55. M. Scammell.

A survey of the development of Soviet literature after World War II, including the thaw, the literature of the Gulag, the rise of the dissident movement, and the creation of the "third emigration."]

[379 The Russian Connection (also Comparative Literature 379)] Spring. 4 credits. Not offered 1988–89.

M W F 10:10. P. Carden.

We will examine the development of a Russian psychological literature of the interior self in its interrelationship with European literature. Using early examples of psychological prose such as Rousseau's *Confessions* and Benjamin Constant's *Adolphe*, we will examine the connection to Russian prose of the romantic period in Pushkin's *Queen of Spades* and Lermontov's *Hero of Our Time*. We will compare Hoffmann's and Gogol's employment of the fantastic to probe the more obscure sides of the psyche. After reading Stendhal's *Charterhouse of Parma*, we will turn to two of the most significant psychological novels of the Russian tradition, Tolstoy's *War and Peace* and Dostoevsky's *The Idiot*. All reading is in English translation.]

[380 Soviet Dissident Literature] Fall. 4 credits. Not offered 1988–89.

T R 1:25–2:40. M. Scammell.

Study of the dissident movement. Defining the meaning of the term; political dissidence and cultural and literary

dissemination; and the religious dissident movement. The writings of Siniavsky-Tertz, Pasternak's *Doctor Zhivago*, and other figures of the past two generations. This course is intended for students of government and society in general, not only for students of Russian literature.]

[387 Teaching and Learning: Ideas of Education in the Western Tradition (also Comparative Literature 387)] Spring. 4 credits. Not offered 1988–89.

M 2:30–4:30, plus one hour to be arranged.

P. Carden and guest lecturers.

Education is a central theme in our cultural tradition. What makes a person educated? Should a child be shaped to benefit society or to benefit some notion of his own good? What makes a good teacher? Should we have schools and, if so, what kind? What role should the state play in determining what to teach and how it should be taught? These questions are fundamental to our philosophical discourse from Plato to Rousseau. Fiction takes school and learning as primary subjects, and narrative has developed under the influence of the pedagogical discourse; public policy is shaped by the debate over teaching and learning. Writing shapes education, both as a vehicle of pedagogical discourse and as a necessary practice at every level of education. These topics will be the focus of our discussion as we look at a number of texts from the philosophical, literary, and public policy discourse.]

[388 Ideas and Form in Novels of Social Inquiry (also Comparative Literature 388)] Spring. 4 credits. Not offered 1988–89.

M W F 9:05. G. Gibian.

From the French Revolution to the present. Problems of relations between politics and the writer. Literary representations of conflict between political ideologies (ideas of revolution, justice, nationalism) and private needs (art, nature, love, order). Marx, Flaubert, Dostoevsky, Conrad, Trotsky, Lenin, V. S. Naipaul, Richard Wright, Solzhenitsyn, Kundera, and others. Some poetry will also be included.]

[389 Modern Literature in Poland, Czechoslovakia, and Yugoslavia (also Comparative Literature 389)] Not offered 1988–89.]

[390 The Power of Nationalism: Expressions of National Feelings in Politics, Literature, History, and the Arts (also Comparative Literature 390)] Fall. 4 credits. Not offered 1988–89.

T R 2:55–4:10. G. Gibian and others.

The course will deal with various aspects of the general subject of national identity and feeling. In addition to studying the political phenomenon of nationalism, we will also study the roles played by national awareness in the perception of one's identity, the self-images of national character, stereotypes of national and ethnic qualities, and the relation between a sense of belonging to a nation and various other groups. Case studies of several nations and ethnic groups. There will be guest lecturers.]

393 Honors Essay Tutorial Fall or spring. 4 credits. Hours to be arranged. Staff.

[400 Reading the Great Tradition] Fall. 4 credits. Prerequisites: Russian 202 or equivalent. Recommended: a course at the 300 or 400 level in which reading has been done in Russian. This course may be counted towards the 12 credits of Russian literature in the original language required for the Russian major. Not offered 1988–89.

T R 2:55–4:10. Staff.

The course is designed to improve the reading facility of advanced undergraduates and beginning graduate students by reading selected works of Russian literature in the original and paying close attention to their stylistic qualities. Works of contemporary Russian authors, both those officially approved and dissidents, those in the Soviet Union and those in emigration, will be read.]

409 Russian Stylistics Fall. 4 credits. Also open to graduate students. Prerequisite: three years of Russian.

T R 1:25–2:40. S. Senderovich.

A few steps beyond normative grammar. Introduction to the subtleties of idiomatic Russian on the levels of morphology, syntax, vocabulary, and phraseology. Introduction to the genres of live colloquial and written language. Development of writing skills through short assignments and their analyses. First notions of literary stylistics and their practical application.

[415 Postsymbolist Russian Poetry] Spring. 4 credits. Open to graduate students. Prerequisite: permission of instructor. Not offered 1988–89.

M W 2:30–4. N. Pollak.

We will examine works by three poets in the first quarter of this century: Innokentij Annenskij, the symbolist whom the Acmeists considered their mentor; Osip Mandelstam, a founding Acmeist; and Boris Pasternak, associated, at least for a time, with the futurists. Through close readings of their verse, and also critical prose and manifestos, we will attempt to determine some of the general features that link poets of such diverse orientations in the years following the crisis of symbolism. We will also outline the features that distinguish them as representative of their respective movements.]

[418 Pedagogy and the Nineteenth-Century Novel (also Comparative Literature 418)] Fall. 4 credits. Not offered 1988–89.

M 2:30–4:30, plus 1 hour to be arranged. P. Carden. Platonic thought affiliates basic philosophical questions to pedagogy. How do we know? How do we learn? What education will produce worthy citizens and rulers? Rousseau in his *Émile* took up the high philosophical tradition of pedagogy and recast it as a myth and as an incipient novel. In so doing, he opened the way to what we can call the great pedagogical novels of the nineteenth century. In this seminar we will examine the principles of a pedagogy designed to encompass the whole of life, as it is set forth in such works of Plato as *Meno*, *Phaedo*, *Symposium*, and *Republic* and as it is reintroduced into the mainstream of philosophical thought by Rousseau's *Émile* and Schiller's *Letters on Aesthetic Education*. Then we will turn to several novels of the nineteenth century, among them Tolstoy's *War and Peace*, Dostoevsky's *Notes from Underground*, and Flaubert's *A Sentimental Education*, to see how the presumptions of a philosophical pedagogy rooted in Platonic thought were tested by authors who found in the novel a vehicle for philosophical and pedagogical myths or for their debunking.]

431 Contemporary Russian Prose Fall. 4 credits. Prerequisites: Russian 202 or equivalent and permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students.

T R 2:55–4:10. M. Scammell.

Aksyonov, Erofeyev, Siniavsky-Tertz, Sokolov, Solzhenitsyn, and other Soviet and émigré writers of the last two decades, approached through the style and structure of their short fiction.

432 Pushkin Spring. 4 credits. Prerequisites: Russian 202 or equivalent, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original language for the Russian major. Also open to graduate students.

T R 1:25–2:40. S. Senderovich.

Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.

491 Reading Course: Russian Literature in the Original Language Fall or spring. 1 credit each term. Prerequisite: permission of instructor.

To be arranged. Staff.

This course is to be taken in conjunction with any Russian literature course in English translation. Students will receive one credit for reading and discussing works in Russian in addition to their normal course work.

492 Supervised Reading in Russian Literature Fall or spring. 1–4 credits each term. Hours to be arranged. Staff.

[493 Tolstoy's *War and Peace* and Children's Stories: Thematic Invariance and Plot Structure] Not offered 1988–89.]

[498 The Age of Symbolism] Not offered 1988–89.]

[499 Russian Modernism] Not offered 1988–89.]

Graduate Seminars

600 Proseminar: Research Methodology in Russian Literature Fall. 4 credits.

W 3:45–5:45. P. Carden.

This course is intended for graduate students beyond the first-year level who want a more advanced training in research methodology. Among the topics to be covered are the research library, its resources and obstacles; bibliography of Russian literature and culture; Russian archives, what they contain and how to use them; finding and evaluating information; reading criticism analytically; evaluating different editions of an author's works; editing and revising a paper to meet professional standards of cogency and format. Each student should be working concurrently on a paper, which might be an upgrading of a seminar paper, a draft of the master's essay, or a chapter of the dissertation.

611 Supervised Reading and Research Fall or spring. 2–4 credits. Prerequisite: permission of the department.

Hours to be arranged. Staff.

[615 Postsymbolist Russian Poetry] Not offered 1988–89. For description, see Russian 415.]

[617–618 Russian Stylistics I and II] Not offered 1988–89.]

619 Seventeenth-Century Russian Literature Fall. 4 credits.

F 2:30–4:30. G. Shapiro.

Seventeenth-century Russian literature is often studied together with medieval literature. Is such an arrangement justified, or does seventeenth-century literature have its own problematic that makes it worth studying separately? In the scholarship the seventeenth century is referred to as the age of Baroque. Did Muscovite Russia experience its own Baroque, and, if so, what are its unique features? These and other important issues will be addressed in the seminar. In the course of the seminar a variety of concepts, genres, and themes characteristic for the epoch will be discussed. We will read the works of such authors as Simeon Polotsky, Silvester Medvedev, Karion Istomin, and the archpriest Avvakum.

620 Twentieth-Century Russian Poetry Spring. 4 credits. Open to advanced undergraduates with permission of instructor.

W 3:35–5:35. N. Pollak.

An in-depth study of the writings of selected twentieth-century poets. Authors may include Blok, Mandelstam, Pasternak, Tsvetayeva, and Khlebnikov.

[621 Old Russian Literature] Spring. 4 credits. Not offered 1988–89.

T 4–6. S. Senderovich.

A survey.]

[622 Eighteenth-Century Literature] Fall. 4 credits. Open to advanced undergraduates. Conducted in Russian. Not offered 1988–89. T 4–6. S. Senderovich.]

[623 Early Nineteenth-Century Literature] Not offered 1988–89.]

[624 Russian Romanticism] Fall. 4 credits. Taught in Russian. Not offered 1988–89.

T 4:15–6:15. S. Senderovich.

A survey of concepts, themes, genres, and main individual contributions in Russian literature of the age of romanticism. The age of romanticism encompasses the first four decades of the nineteenth century. Zhukovsky, Batiushkov, Pushkin, Baratynsky, Gogol, and Lermontov are the major representatives of this style and the most important period of Russian literature. The emphasis is on poetry, its historical and theoretical problems. It was, above all, the golden age of Russian poetry, which prepared and deeply influenced the following age of great Russian prose. Turgenev, Tolstoy, Dostoevsky, and Chekhov are full of allusions to the texts of the golden age and cannot be properly understood without it.]

625 Russian Realism Spring. 4 credits. Also open to advanced undergraduates with permission of instructor.

R 3:35–5:35. P. Carden.

A study of the development of psychological realism in Russian prose of the nineteenth century, with some attention to the poetic tradition. In addition to reading representative works, we will pay attention to the historical background of the period. We will approach the works through the critical writings of several important theorists, in particular those of Lydia Ginzburg.

[630 Gogol] 4 credits. Taught in Russian. Not offered 1988–89.

W 4:15–6:15. G. Shapiro.

Gogol's artistic career from his "Ukrainian" cycles to *Dead Souls*. We will examine representative works from each of the major divisions of Gogol's early work, in particular from his cycles *Evenings on a Farm near Dikanka* and *Mirgorod*, and will trace the writer's development toward his magnum opus, *Dead Souls*. Although some of the readings will be done in English to enable the class to cover a significant amount of material, the class work will be focused on close analysis of the Russian text.]

669 Seminar: Dostoevsky Fall. 4 credits. Also open to advanced undergraduates.

R 4:15–6:15. G. Gibian.

Study of representative works from various periods of Dostoevsky's life, from *Poor Folk* and *The Double* to *The Brothers Karamazov*, including some articles, speeches, and parts of *The Diary of a Writer*, against the context of nineteenth-century Western European and Russian literature. A variety of critical and scholarly approaches (from Russian formalists to 1980s Western scholars) will be sampled and evaluated.

[671 Graduate Seminar] Fall. 4 credits. Also open to advanced undergraduates. Not offered 1988–89.

W 3:35–5:35. Staff.]

[672 Seminar in Nineteenth-Century Russian Literature] Spring. 4 credits. Open to advanced undergraduates. Not offered 1988–89.

W 3:35–5:35. P. Carden.

Topic: Tolstoy's artistic career through *Voyna i mir*. We will examine representative works from each of the major divisions of Tolstoy's early work (autobiographical writings, war sketches, psychological analysis, and domestic scenes) to trace his development towards a grand "encyclopedic" work. Although some of the reading will be done in English to enable the class to cover a significant amount of material, the class work will be devoted to close analysis of passages from the Russian text.]

[673 The Russian Nabokov] Spring. 4 credits. Also open to advanced undergraduates. Not offered 1988–89.

M 2:30–4:30. M. Scammell.

Vladimir Nabokov wrote much verse, several plays, numerous short stories, and nine novels in Russian before switching to English. He is a major Russian writer of the twentieth century. This seminar will examine his work in the context of modern Russian literature, concentrating in particular on the novels. Knowledge of Russian is highly desirable, but all the works discussed also exist in English translation.]

[674 Solzhenitsyn] Fall. 4 credits. Not offered 1988–89.

R 4:15. M. Scammell.]

[675 Literature of the Soviet Period, 1917–1945] Not offered 1988–89.

For description, see Russian 375.]

[676 Literature of the Soviet Period, 1945–1985]

Not offered 1988–89.

For description, see Russian 376.]

[701 Proseminar: Methods in Research and Criticism] Not offered 1988–89.]

[702 Graduate Seminar: Neglected Masterpieces of Short Russian Prose] Spring. 4 credits. Not offered 1988–89.

R 3:35–5:35. G. Gibian.

Nineteenth- and twentieth-century works chosen according to the needs of the students enrolled. Stress on skills useful in teaching Russian literature.]

Sanskrit

See Linguistics 641–642.

Serbo-Croatian

131–132 Elementary Course 131, fall; 132, spring.

3 credits each term. Prerequisite for Serbo-Croatian 132: Serbo-Croatian 131 or equivalent. Offered alternate years.

Hours to be arranged. E. W. Browne.

133–134 Continuing Course 133, fall; 134, spring.

3 credits each term. Prerequisites: for Serbo-Croatian 133, Serbo-Croatian 132 or equivalent; for Serbo-Croatian 134, Serbo-Croatian 133 or equivalent.

Hours to be arranged. E. W. Browne.

Sinhala (Sinhalese)

101–102 Elementary Course 101, fall; 102, spring.

6 credits each term. Prerequisite for Sinhala 102: Sinhala 101 or equivalent.

Hours to be arranged. J. W. Gair and staff.

A semi-intensive course for beginners. A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

201–202 Intermediate Sinhala Reading 201, fall;

202, spring. 3 credits each term. Prerequisites: for Sinhala 201, Sinhala 102; for Sinhala 202, Sinhala 201 or equivalent.

Hours to be arranged. J. W. Gair and staff.

203–204 Intermediate Composition and

Conversation 203, fall; 204, spring. 3 credits each term. Prerequisites: for Sinhala 203, Sinhala 102 or permission of instructor; for Sinhala 204, Sinhala 203 or equivalent.

Hours to be arranged. J. W. Gair and staff.

Related Courses

See also Linguistics 442, 631, 639, 640.

Spanish

D. Castillo, U. J. DeWinter, M. Gaylord (chairperson), J. W. Kronik, C. Moron-Arroyo, J. Piedra, M. Stycos, M. Suñer (director of undergraduate studies [language and linguistics], 218 Morrill Hall), J. Tittler (director of undergraduate studies [literature], 286 Goldwin Smith Hall, 255-4048), K. Vernon

The Major

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in literary and linguistic analysis. Satisfactory completion of the major should enable students to meet language and literature requirements for teaching, to continue with graduate work in Spanish or other appropriate

disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake preprofessional training for graduate study in law or medicine. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult one of the directors of undergraduate studies in Spanish—Professor Tittler, for literature (286 Goldwin Smith Hall), or Professor Suñer for language and linguistics (218 Morrill Hall)—who will admit them to the major, and choose an adviser from the Spanish faculty of either the Department of Romance Studies or the Department of Modern Languages and Linguistics. Spanish majors will then work out a plan of study in consultation with their advisers. Previous training and interests as well as vocational goals will be taken into account when the student's program of courses is determined.

Spanish 201 and 204 or 212 (or equivalent) are prerequisite to entering the major in Spanish. All majors will normally include the following core courses in their programs:

- 1) Spanish 315–316–317
- 2) Spanish 311 and 312 (or equivalent)

Spanish majors have great flexibility in devising their programs of study and areas of concentration. Some typical options of the major are:

- 1) Spanish literature, for which the program of study normally includes at least 20 credits of Spanish literature beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.
- 2) Spanish linguistics, for which the program normally includes 366, 401, 407, 408, and at least 8 additional credits in general or Spanish linguistics. (Linguistics 101–102 are recommended before entering this program.) Students interested in including linguistics in their programs should consult with the director of undergraduate studies for the Department of Modern Languages and Linguistics (Professor M. Suñer).
- 3) A combination of literature and linguistics.
- 4) Any of the above options with certain courses in other disciplines counted towards the major. Whichever option a student chooses, he or she is encouraged to enrich the major program by including a variety of courses from related fields or by combining Spanish with related fields such as history, philosophy, sociology, anthropology, art, music, Classics, English, comparative literature, and other foreign languages and literatures. In particular the interdepartmental programs in Latin American Studies and Hispanic Studies sponsor relevant courses in a variety of areas.

The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

Study abroad in Spain. Cornell and the University of Michigan cosponsor an academic year in Spain program. Students enrolled in this program spend the first four weeks before the fall semester begins in a residential college located on the campus of the University of Madrid, where they take a course in Spanish language and contemporary society and take advantage of special lectures and field trips to Madrid and Castile. This course carries three credits. In early October the program moves to Seville, where students enroll in as many regular classes at the University of Seville as their language competency and general education permit. Their academic work is supplemented by courses designed explicitly for the program by Seville faculty, as well as a seminar regularly offered by the resident director, who is chosen from the faculty of either Cornell or Michigan. The special courses normally include history of art and architecture, Spanish composition and syntax, and modern Spanish history. In Seville students live with selected families or in a few cases in *colegios mayores*. Cornell-Michigan also maintains a center in Seville, which is used by students for special seminars, tutorials, lectures, and informal gatherings.

Applicants are expected to have attained at least proficiency in Spanish prior to departure. Students are strongly encouraged to study abroad for the entire year rather than for one semester. Students interested in the study abroad program should consult with the Cornell Abroad office for further information.

Honors. Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty from either the Department of Romance Studies or the Department of Modern Languages and Linguistics to supervise their work and direct the writing of their honors essays (see Spanish 429–430).

Fees. Depending on the course, a small fee may be charged for copies of texts for course work.

Language and Linguistics

121–122 Elementary Course 121, fall; 122, spring. 4 credits each term. Prerequisite: Spanish 122: Spanish 121. Special sections of this course are available for students with qualification in another language. Intended for beginners or students placed by examination. Students who obtain a CPT achievement score of 560 after Spanish 121–122 attain qualification and may enter the 200-level sequence; otherwise Spanish 123 is required for qualification.
Lec, R 12:20 or 2:30, or F 11:15 or 1:25; drills, M–R 8, 9:05, 10:10, 11:15, 12:20, 1:25, 2:30, or 3:35.
Evening prelims: fall, 7:30 p.m., Oct. 20; spring, 7:30 p.m., March 7, April 27. J. Némethy.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lecture covers grammar, reading, and cultural information.

123 Continuing Spanish Fall, spring, or summer. 4 credits. Limited to students who have previously studied Spanish and have a CPT achievement score between 450 and 559. Satisfactory completion of Spanish 123 fulfills the qualification portion of the language requirement.

Fall: lec, M 11:15, 1:25 or 2:30; drills, T–F 8, 9:05, 10:10, 11:15, 12:20, 1:25, or 2:30. Spring: lec, M 11:15 or 1:25; drills, T–F 9:05, 10:10, 11:15, or 12:20. Evening prelims: fall, 7:30 p.m., Oct. 4, Nov. 10; spring, 7:30 p.m., Feb. 28, April 13. J. Routier.
An all-skills course designed to prepare students for study at the 200-level.

123.7 Special section of Spanish for business communication Fall. Prerequisite: permission of instructor.

T–F 1:25. J. Routier.
Same as Spanish 123 but with emphasis on business communication.

Note: Students placed in the 200-level courses have the option of taking language and/or literature courses; see the listing under Spanish 201 for a description of the literature course that may be taken concurrently with the 203–204 or 211–212 language courses described below.

203 Intermediate Composition and Conversation Fall, spring or summer. 3 credits. Prerequisite: qualification in Spanish (Spanish 123 or CPT score 560–649).

Fall: M W F 8, 9:05, 10:10, 11:15, 12:20, 1:25, or 2:30. Spring: M W F 8, 9:05, 10:10, 11:15, 12:20, 1:25, or 2:30. Evening prelims: fall, 7:30 p.m., Oct. 11; spring, 7:30 p.m., March 7. E. Dozier.

Conversational grammar review with special attention to the development of accurate and idiomatic oral expression. Includes readings in contemporary Spanish prose and practice in writing.

Special section for medical and health professions Prerequisite: permission of instructor.

Fall: M W F 9:05; spring: M W F 1:25. M. Rice.
Spanish 203 with emphasis on health-related themes. Intended for those students who are preparing themselves for medical and health professions.

Special section for hotel Spanish (see Hotel Administration 267). Spring. Prerequisite: permission of instructor.

M W F, hours to be arranged. E. Dozier.
Spanish 203 with emphasis on vocabulary related to the hospitality industry.

204 Intermediate Composition and Conversation Fall or spring. 3 credits. Prerequisite: Spanish 203 or permission of instructor.

Fall: M W F 9:05 (204.1: for bilinguals only), 12:20, or 1:25. Spring: M W F 9:05, 10:10, 11:15, 12:20, or 1:25. Z. Iguina.

Practice in conversation with emphasis on improving oral and written command of Spanish. Includes treatment of specific problems in grammar, expository writing, and readings in contemporary prose.

[211 Intermediate Spanish] 3 credits. Not offered 1988–89.]

[212 Intermediate Spanish] 3 credits. Not offered 1988–89.]

310 Advanced Conversation and Pronunciation Spring. 2 credits. Prerequisite: Spanish 204 or equivalent.

M W F 9:05. Z. Iguina.

311 Advanced Composition and Conversation Fall. 4 credits. Prerequisite: Spanish 204 or 212, or equivalent.

M W F 12:20. M. Stycos and J. Piedra.
Advanced language skills, developed through reading, grammar review, and intensive practice in speaking, writing, and translation. Analysis of present-day Spanish usage in a wide variety of oral and written texts.

312 Advanced Composition and Conversation Spring. 4 credits. Continuation of Spanish 311 but may be taken separately. Required of Spanish majors.

M W F 10:10 or 12:20. M. Stycos.
Readings and class discussion will focus on the stylistic analysis of modern texts. Increased emphasis, through weekly essays, on students' development of an effective Spanish prose style.

343 Sociolinguistic Study of Hispanic Speech Communities (also Linguistics 343) Fall. 4 credits.

Hours to be arranged. A. Zentella.
The varieties of Spanish and English spoken in United States Latino communities will be studied in their social context, with particular attention to the contribution of ethnicity, race, class, and gender to speech styles and discourse. Special issues include language maintenance and shift, attitudes, "Spanglish," and growing up bilingual in the barrios.

366 Spanish in the United States (also Linguistics 366) Spring. 4 credits. Prerequisite: some knowledge of Spanish. Offered alternate years. Counts toward the social science distribution requirement.

M W F 11:15. M. Suñer.
Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics. Sex-related phenomena.

[401 History of the Spanish Language] Fall. 4 credits. Prerequisite: Linguistics 101 and qualification in Spanish, or permission of the instructor. Not offered 1988–89.

M W F 11:15. Staff.
A historical analysis of the phonology, morphology, syntax, and lexicon of the Spanish language up to the seventeenth century. Selected medieval documents are read and discussed.]

407 Applied Linguistics: Spanish Fall. 4 credits. Prerequisites: qualification in Spanish and Linguistics 101, or permission of instructor.

M W F 10:10. M. Suñer.
Designed to equip the student or future teacher of Spanish with insights into problem areas for second-language learners by using linguistic descriptions.

[408 The Grammatical Structure of Spanish] Spring. 4 credits. Prerequisites: qualification in Spanish and Linguistics 101 or permission of instructor. Not offered 1988–89.

M W F 9:05. M. Suñer.
Survey of the salient morphological and syntactic characteristics of contemporary Spanish.]

601 Hispanic Dialectology Fall, according to demand. 4 credits.

Hours to be arranged. Staff.
Survey of dialects of Latin America and the Caribbean.

602 Linguistic Structure of Ibero-Romance Fall or spring, according to demand. 4 credits.

Hours to be arranged. Staff.
Phonological, morphological, and syntactic characteristics of the Romance languages (Catalan, Galician, Portuguese, Sephardic) and of the main dialects of the Iberian Peninsula, studied in relation to each other and to Castilian Spanish.

[603 Contemporary Theories of Spanish Phonology] Fall or spring, according to demand. 4 credits. Not offered 1988–89.

Hours to be arranged. Staff.
The sounds of Spanish analyzed according to Prague, structuralist, generative, and natural generative theory.]

[604 Contemporary Theories of Spanish Grammar] Fall or spring, according to demand. 4 credits. Not offered 1988–89.

Hours to be arranged. Staff.
Selected readings of contemporary Spanish linguists who exemplify different theoretical points of view.]

700 Seminar in Spanish Linguistics Fall or spring, according to demand. Variable credit.

Hours to be arranged. Staff.
Topics in synchronic and diachronic Spanish linguistics.

Literature

105 Freshman Writing Seminar. Paradise Lost: Biculturalism in America Fall. 3 credits.

M W F 10:10. L. Carrillo.
We will dissect the myth of the American Dream through a study of literature written by American ethnic minority authors. Topics of discussion will include how expectations clash or coincide with reality and what mechanisms evolve in order to maintain biculturalism in our predominantly Anglo society. We will read representative semi-fictional works such as Raymond Barrio's *The Plum Plum Pickers*, Maxine Hong Kingston's *China Men*, Scott Momaday's *House Made of Dawn*, and Piri Thomas' *Down These Mean Streets* and will screen the movie *El norte*. Written work will involve short analytic papers on the readings. An effort will be made to respond to the special compositional needs of bicultural students.

106 Freshman Seminar: Searching for Self in Hispanic Fiction Fall or spring. 3 credits.

Fall: M W F 9:05 or 10:10; spring: M W F 11:15.
D. Castillo and staff.
What we call our personal identity is to a large extent conditioned by society, culture, and language as well as by unique personal experiences. In this course we will explore the problem of self-definition through selected works of Hispanic fiction. Texts will include an essay by Octavio Paz and such novels such as Manuel Puig's *Betrayed* by Rita Hayworth, Nicholasa Mohr's *Rituals of Survival*, Ron Arias's *Road to Tamazunchale*, and Carlos Fuentes's *The Good Conscience*. Students will be asked to write autobiographical essays and short papers analyzing the novels. An effort will be made to respond to the special compositional needs of bicultural students.

[109 Freshman Writing Seminar: Revolution and Literature in Latin America] 3 credits. Not offered 1988–89.]

[110 Freshman Writing Seminar—Invented Reality: The Media and Central America] 3 credits. Not offered 1988–89.]

[125 Freshman Writing Seminar: The City in Hispanic Novels] 3 credits. Not offered 1988–89.]

126 Freshman Seminar: The Complex Fate—Self Identity in the Literature of United States Hispanic and Other Ethnic Groups Spring, 3 credits.
MWF 10:10. L. Carrillo.

Our purpose in this course will be to examine representative literature written by Chicano(a)—Mexican American, Puerto Rican, and Cuban authors that reflects the problem of maintaining Hispanic ethnicity in American society and culture. Our discussions will center on such issues as the importance of language and bilingualism; the role of the Hispanic family in maintaining ethnic culture; the influences exerted by school, church, and workplace; the conflict of values presented by the American political system; and the women's movement. Readings will include three autobiographical works: Richard Rodriguez's *Hunger for Memory*, Ernesto Galarza's *Barrio Boy*, and Piri Thomas's *Down These Mean Streets*, in addition to essays and poetry written by Cuban American and Hispanic feminist writers. Written work will involve analytical-critical essays on the readings.

[130 Freshman Seminar: Old World, New World—The Discovery and Conquest of America in Hispanic Literature] Not offered 1988–89.]

201 Introduction to Hispanic Literature Fall or spring, 3 credits. Prerequisite: qualification in Spanish or permission of instructor. The course is divided into small sections and is conducted mainly in Spanish. (Fulfills both the language proficiency requirement and, followed by a 300-level Spanish literature course, the humanities distribution requirement. The literature course that normally follows Spanish 201 is either 315, 316, or 317.)

Fall: MWF 9:05, 10:10, or 11:15 or TR 10:10–11:25.
Spring: MWF 9:05, 10:10, or 11:15 or TR 10:10–11:25. K. Vernon and staff.

An intermediate reading course designed to improve reading, writing, speaking, and comprehension skills in Spanish through the reading and discussion of contemporary literary works of various genres (narrative prose, drama, poetry) from Spain and Spanish America. Emphasis is placed on the development of fluency in reading and of critical and analytical abilities. The cultural, sociological, and esthetic implications of texts by authors such as Borges, Cortázar, Fuentes, García Márquez, García Lorca, and Cela are considered.

[313 Spanish Civilization] 4 credits. Not offered 1988–89.]

Note: Spanish 315, 316, and 317 can be taken in any order.

315 Readings in Sixteenth- and Seventeenth-Century Hispanic Literature Spring, 4 credits.
Prerequisite: Spanish 201, four years of high school Spanish, or permission of instructor. This course is not a prerequisite for Spanish 316 or 317.
MWF 1:25. Staff.

Readings and discussion of representative texts of the period from both Spain and her colonies in the New World: Garcilaso de la Vega, *Lazarillo de Tormes*, San Juan de la Cruz, Cervantes, Lope de Vega, Calderón, and others.

316 Readings in Modern Spanish Literature Fall, 4 credits. Prerequisite: Spanish 201 or 4 years of high school Spanish or permission of instructor. Taught in Spanish.

MWF 1:25 or 2:30, staff; TR 11:40–12:55, J. Tittler. Readings and discussion of representative texts from Spain from the romantic period to the present. Bécquer, Galdós, Unamuno, García Lorca, Cela, and others.

317 Readings in Spanish-American Literature Spring, 4 credits.

TR 10:10–11:25 or 11:40–12:55, K. Vernon; TR 1:25–2:40, J. Piedra. Reading and discussion of representative texts of the nineteenth and twentieth centuries from Spanish America: Darío, Borges, Neruda, Paz, Cortázar, García Márquez, and others.

[323 Readings in Latin American Civilization] 4 credits. Not offered 1988–89.]

Note: The prerequisite for the following courses, unless otherwise indicated, is Spanish 315, 316, or 317, or permission of instructor.

[329 The Spanish Civil War in Literature and the Visual Arts (also Comparative Literature 329)] 4 credits. Not offered 1988–89.]

332 The Modern Drama in Spanish America Fall, 4 credits.

TR 1:25–2:40. J. Kronik.
A study of significant plays from several Spanish American countries and Puerto Rico, with emphasis on the contemporary scene. Consideration will be given to the tensions between the expression of a Spanish American social identity and the influence of vanguard currents such as the absurd, the epic theater, and the theater of cruelty.

[333 The Spanish-American Short Story] 4 credits. Not offered 1988–89.]

[345 The Contemporary Spanish-American Novel] 4 credits. Not offered 1988–89.]

[346 Hispanic Caribbean Culture and Literature] 4 credits. Not offered 1988–89.]

[351 Spanish Drama of the Golden Age] 4 credits. Not offered 1988–89.]

[356 Spanish Lyric Poetry of the Golden Age] 4 credits. Not offered 1988–89.]

[368 The Birth of the Novel in Spain] 4 credits. Not offered 1988–89.]

[369 Archetypes of Spanish Literature] 4 credits. Not offered 1988–89.]

[375 The Picaresque Novel in European Perspective] 4 credits. Not offered 1988–89.]

376 The Contemporary Spanish Novel Spring, 4 credits. Taught in Spanish.

TR 2:55–4:10. K. Vernon.
Reading and discussion of selected texts by major post-civil war novelists: Delibes, Matute, Martín-Santos, Goytisolo, Benet, Martín-Gaité, Rodoreda, Ortiz, and others.

389 The Generation of 1898 Spring, 4 credits.
TR 8:40–9:55. U. DeWinter.

Reading and discussion of major works by a generation of writers who changed the intellectual and literary face of Spain in the twentieth century. Emphasis is on their essays and novels with some poetry. Among the writers we will discuss are Ganivet, Unamuno, Baroja, Azorín, Valle-Inclán, Machado, Maeztu, and Pérez de Ayala.

[390 Fiction of Modern Hispanic Women (also Women's Studies 390)] 4 credits. Not offered 1988–89.]

[391 The Post-Civil War Drama in Spain] 4 credits. Not offered 1988–89.]

[392 The Spanish Vanguard Theater: Lorca and Valle-Inclán] 4 credits. Not offered 1988–89.]

[393 The Reader in the Novel (also Comparative Literature 369)] 4 credits. Not offered 1988–89.]

[394 Art and Politics of Latin America] 4 credits. Not offered 1988–89.]

[395 The Novel in Spain after the Civil War] 4 credits. Not offered 1988–89.]

[396 Modern United States—Hispanic Prose Fiction] 4 credits. Not offered 1988–89.]

[397 Colombian Literature] 4 credits. Not offered 1988–89.]

398 Postrevolutionary Mexican Novel Fall, 4 credits. Taught in Spanish.

MWF 11:15. D. Castillo.
This course will be concerned with the rapport between literary, historical, and sociocultural systems. We will reflect on these themes in the context of recent Mexican writing, starting with a study of the nature and role of history (and propaganda) in the literature and examining how postrevolutionary Mexican prose represents a struggle for (1) a new conception of Mexico (as a geographical and sociohistorical entity) and (2) a new mode of writing, a new use of language. We will read essays by Vasconcelos, Reyes, and Paz; selections from Guzmán's memoirs of the revolution; and novels by Fuentes, Rulfo, Sainz, Garro, Poniátowska, and Castellanos.

[399 Spanish Film] 4 credits. Not offered 1988–89.]

[415 The Black within: Hispanic Race and Literature (also Society for Humanities 415)] 3 credits. Not offered 1988–89.]

419–420 Special Topics in Hispanic Literature 419, fall; 420, spring. 2–4 credits each term.
Prerequisite: permission of instructor.

Staff.
Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

429–430 Honors Work in Hispanic Literature 429, fall; 430, spring. 4 credits each term. Limited to seniors. Prerequisite: permission of instructor.
D. Castillo.

[440 Medieval Spanish Literature] 4 credits. Not offered 1988–89.]

[450 Literature of Conquest] 4 credits. Not offered 1988–89.]

[455 Cervantes: *Don Quijote*] 4 credits. Not offered 1988–89.]

466 Golden-Age Spanish Short Fiction Spring, 4 credits.

Hours to be arranged. Staff.
Readings and discussion of sixteenth- and seventeenth-century novellas and other short fiction of Cervantes, Lope de Vega, Tirso de Molina, Quevedo, María de Zayas, and others.

[469 Mystics and Moralists] 4 credits. Not offered 1988–89.]

479 Colonial Spanish-American Literature: Voices of the Colonized Spring, 4 credits. Taught in Spanish.

TR 11:40–12:55. J. Piedra.
The birth of dissent in Spanish colonial literature as a semi-official, alternative compendium of other vehicles of expression: history and philosophy, grammar and religion, and "anthropology" and "ethnology." The emphasis is on the dissenting voices of Native Americans, Blacks, and women, as well as other minorities as they converge in the emergence of a "Creole" conscience. The textual selections or complete works to be considered emphasize the aspects of colonial texts that attempted to side with the colonized or that were indeed written by them. The list includes the following authors: Columbus, Pané, Las Casas, Inca Garcilaso, Guamán Poma, Silvestre de Balboa, Madre Castillo, Motolinía, Concolorcorvo, Mateo Alemán, Sor Juana, and Lizardi.

[481 Eighteenth- and Nineteenth-Century Spanish Drama] 4 credits. Not offered 1988–89.]

[485 The Nineteenth-Century Spanish Novel: Galdós and Clarín] 4 credits. Not offered 1988–89.]

[488 The Novel in Early Twentieth-Century Spain] 4 credits. Not offered 1988–89.]

[489 Hispanic Romanticism] 4 credits. Not offered 1988–89.]

495 Gabriel García Márquez Fall. 4 credits.

T R 2:55–4:10. J. Tittler.

The full range of genres of the 1982 Nobel laureate will be examined, including selections from his journalistic writings, his short stories, his screenplays, and his novels. The immense body of critical studies on the Colombian master, especially with respect to *Cien años de soledad*, will be incorporated into class discussions and lectures. Reaching an informed assessment of his place in Hispanic and Western letters will be the aim of our investigation.

[497 Spanish Poetry and Poetics 4 credits. Not offered 1988–89.]**498 Mallarmé in Latin America** Fall. 4 credits.

Taught in English; readings and quoting in class in Spanish (or in English, when translations are available). Reading knowledge of Spanish, but not of French or Portuguese, is required.

M 2:30–4:25. J. Piedra.

This course deals with the Latin American idealization and politicization of, and reactions against, Mallarmé's theory and practice of poetry. Samples from his work will serve as background to the study of matching aspects of the poetry of Leopoldo Lugones, Vicente Huidobro, César Vallejo, Gabriela Mistral, Juana de Ibarbourou, Alfonsina Storni, Nicolas Guillén, Clara Lair, Octavio Paz, and Severo Sarduy, as well as of Brazilian concrete poets.

[499 Borges (also Comparative Literature 499) 4 credits. Not offered 1988–89.]**639–640 Special Topics in Hispanic Literature**

639, fall; 640, spring. 4 credits each term.

Staff.

667 Seminar in Golden Age Literature Fall.

4 credits.

W 2:30–4:25. G. Allegra.

Topic to be announced.

[686 Seminar in Nineteenth-Century Spanish Literature: Galdós 4 credits. Not offered 1988–89.]**690 Hispanic Feminisms (also Women's Studies 692)** Spring. 4 credits. Taught in Spanish.

R 2:30–4:25. D. Castillo.

This seminar is designed to explore the interrelationship of feminist literary theory and the narrative production of the Hispanic world. In this inquiry we will be developing feminist critical methodologies (based on readings of essays by thinkers such as Barthes, Castellanos, Derrida, Freud, and Glantz) and defining strategies or possibilities for feminist criticism(s). Finally, we will study the ways in which feminist analyses of literature alter our readings of texts by men (Isaacs, Cortázar, Onetti, García Lorca) as well as by women (Pardo Bazán, Tusquets, Valenzuela, Garro) and how they change our conceptions of criticism and the task of the critic.

[694 Seminar in Modern Spanish Literature.

4 credits. Not offered 1988–89.]

Swahili

See Africana Studies and Research Center.

Swedish

131–132 Elementary Course 131, fall; 132, spring. 3 credits each term. Prerequisite for Swedish 132, Swedish 131 or equivalent.

T R 8:30–9:45. L. Trancik.

The aim of this course is to develop skill in reading, although some attention will be devoted to speaking and listening comprehension.

133–134 Continuing Course 133, fall; 134, spring. 3 credits each term. Prerequisites: for Swedish 133, Swedish 132 or equivalent; for Swedish 134, Swedish 133 or equivalent.

Hours to be arranged. L. Trancik.

Continues developing skills in spoken and written Swedish.

Tagalog

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Offered according to demand. Prerequisite for Tagalog 102: Tagalog 101.

Hours to be arranged. J. U. Wolff.

201–202 Intermediate Tagalog Reading 201, fall; 202, spring. 3 credits each term. Prerequisites: for Tagalog 201, Tagalog 102 or equivalent; for Tagalog 202, Tagalog 201 or equivalent.

Hours to be arranged. J. U. Wolff.

[300 Linguistic Structure of Tagalog Fall or spring. 4 credits. Prerequisite: Linguistics 101. Not offered 1988–89.

Hours to be arranged. J. U. Wolff.]

Tamil

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Offered according to demand. Prerequisite for Tamil 102, Tamil 101 or equivalent.

Hours to be arranged. J. W. Gair.

Thai

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Thai 102, Thai 101 or equivalent. Intended for beginners or students placed by examination.

Hours to be arranged. G. Diffloth.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

201–202 Intermediate Thai Reading 201, fall; 202, spring. 3 credits each term. Prerequisites: for Thai 201, Thai 102, Thai 201 or equivalent.

Hours to be arranged. G. Diffloth.

203–204 Intermediate Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisites: for Thai 203, Thai 102; for Thai 204, Thai 203.

Hours to be arranged. G. Diffloth.

301–302 Advanced Thai 301, fall; 302, spring. 4 credits each term. Prerequisite: Thai 202 or equivalent.

Hours to be arranged. G. Diffloth.

Selected readings in Thai writings in various fields.

303–304 Thai Literature 303, fall; 304, spring. 4 credits each term. Prerequisite: Thai 302 or equivalent.

Hours to be arranged. G. Diffloth.

Reading of significant novels, short stories, and poetry written since 1850.

401–402 Directed Individual Study 401, fall; 402, spring. 4 credits each term. For advanced students or students with special problems or interests. Prerequisite: permission of instructor.

Hours to be arranged. G. Diffloth.

Turkish

[131–132 Introduction to the Turkish Language (also Near Eastern Studies 131–132) 131, fall; 132, spring. 3 credits each term. This language series cannot be used to satisfy the language requirement. Offered alternate years. Not offered 1988–89; next offered 1991–92.

Hours to be arranged. L. H. Babby.

The purpose of this course is to introduce students of linguistics to the basic morphological and syntactic structures of modern Turkish.]

Ukrainian

131–132 Elementary Course 131, fall; 132, spring. 3 credits each term. Prerequisite for Ukrainian 132, Ukrainian 131 or equivalent.

Hours to be arranged. E. W. Browne.

[133–134 Continuing Course 133, fall; 134, spring. 3 credits each term. Prerequisites: for Ukrainian 133, Ukrainian 132 or equivalent; for Ukrainian 134, Ukrainian 133 or equivalent. Not offered 1988–89.

Hours to be arranged. E. W. Browne.]

Vietnamese

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Vietnamese 102, Vietnamese 101 or equivalent. Intended for beginners or students placed by examination.

Hours to be arranged. G. Diffloth.

201–202 Intermediate Vietnamese Reading 201, fall; 202, spring. 3 credits each term. Prerequisites: for Vietnamese 203, Vietnamese 102; for Vietnamese 204, Vietnamese 203.

Hours to be arranged. G. Diffloth.

203–204 Intermediate Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisites: for Vietnamese 203, Vietnamese 102; for Vietnamese 204, Vietnamese 203.

Hours to be arranged. G. Diffloth.

301–302 Advanced Vietnamese 301, fall; 302, spring. 4 credits each term. Prerequisite: Vietnamese 202 or equivalent.

Hours to be arranged. G. Diffloth.

401–402 Directed Individual Study 401, fall; 402, spring. 4 credits each term. Prerequisite: permission of instructor. Intended for advanced students.

Hours to be arranged. G. Diffloth.

403–404 Vietnamese Literature 403, fall; 404, spring. 4 credits each term. Prerequisite: Vietnamese 302 or permission of instructor.

Hours to be arranged. G. Diffloth.

A historical survey of Vietnamese literature, including poetry, prose, and drama. Lectures in Vietnamese supplemented by selected readings in original texts. Fall: modern literature (1907–1975); spring: classical literature (beginning to late nineteenth century), including oral and *nôm* literature.

Yiddish

See listings under Near Eastern Studies.

Yoruba

131–[132] Elementary Course (also Africana Studies and Research Center 131–132) 131, fall; [132, spring.] 3 credits each term. Prerequisite for Yoruba 132, Yoruba 131 or equivalent. [132 not offered 1988–89.]

Hours to be arranged. Staff.

[133–134 Continuing Course (also Africana Studies and Research Center 133–134) 133, fall; 134, spring. 3 credits each term. Prerequisites: for Yoruba 133, Yoruba 132 or equivalent; for Yoruba 134, Yoruba 133 or equivalent. Not offered 1988–89.

Hours to be arranged. Staff.]

Music

T. Sokol, chairman; M. Hatch, director of undergraduate studies (B20 Lincoln Hall, 255-5049); D. Randel, graduate faculty representative (211 Lincoln Hall, 255-5059); W. Austin, M. Bilson, D. Borden, L. Coral, L. Cranham, S. Davenney-Wyner, M. Gilman, R. Harris-Warrick, C. Heth, J. Hsu, K. Husa, J. Lindorff, S. Monosoff, E. Murray, R. Parker, D. Paterson, J. Shames, M. Stith, S. Stucky, J. Webster, P. Yampolsky, N. Zaslav

Musical Performance and Concerts

Musical performance is an integral part of Cornell's cultural life and an essential part of its undergraduate academic programs in music. The department encourages music making through its offerings in

individual instruction and through musical organizations and ensembles that are directed and trained by members of the faculty. Students from all colleges and departments of the university join with music majors in all of these ensembles:

Cornell Symphony Orchestra
Cornell Chamber Orchestra
Cornell Chamber Ensemble
Cornell Symphonic Band
Cornell Wind Ensemble
Small wind and brass ensembles
Collegium Musicum
Cornell Gamelan Ensemble
Chamber music ensembles
Cornell Chorus
Cornell Glee Club
Chamber Singers
Sage Chapel Choir
Cornell Jazz Ensemble

Information about requirements, rehearsal hours, and conditions for academic credit can be found in the following listings for the Department of Music. Announcements of auditions are posted during registration each fall term and, where appropriate, each spring term as well.

The Department of Music and the Faculty Committee on Music sponsor nearly one hundred formal and informal concerts each year by Cornell's ensembles, faculty, and students and by distinguished visiting artists. A special feature is the annual Cornell Festival of Contemporary Music. The great majority of concerts are free and open to the public. Lectures and concerts are listed in special monthly posters and the usual campus media.

Nonmajors

In addition to its performing, instructional, and concert activities, the department offers numerous courses for nonmajors, many of which carry no prerequisites and presuppose no previous formal training in music. Consult the following course listings, and for further information apply to the department office, 125 Lincoln Hall (255-4097), or to the director of undergraduate studies, Professor Martin Hatch.

The Major

Two options are available to the student planning to major in music. Each carries the study of music to an advanced level through the integration of performance, music theory, and music history. Option I is a general course, not necessarily oriented toward eventual graduate or professional work in music. Option II is a more specialized and concentrated program, suitable for students who want to prepare for graduate or professional work in music.

All students contemplating a major in music under either option should arrange for placement examinations and advising in the department *during the orientation period of the freshman year, or earlier if at all possible*. Information is available from the director of undergraduate studies, Professor Martin Hatch, B-20 Lincoln Hall (255-5049), or from the chairman, Professor Thomas Sokol, 124 Lincoln Hall (255-3671). All students are expected to have chosen an adviser from among the department faculty at the time of application for major status.

Option I presupposes some musical background before entering Cornell. Prerequisites for admission to the major are the satisfactory completion of Music 152, at the latest by the end of the sophomore year (the freshman year is preferable), with a final grade of C or better, including an average grade of C or better in all the musicianship components of Music 152 and failure in none of them; and the passing of a simple piano examination (details are available from the department office). Students must apply to the department for formal acceptance as a music major.

The requirements for the Bachelor of Arts degree with a major in music under Option I comprise the following:

- 1) in music theory:
Music 251–252, 351, and 352.

- 2) in music history:
sixteen credits in courses numbered at the 300 level or above listed under Music History. At least two of these courses must be drawn from the three-course sequence Music 381–383.
- 3) in performance:
four semesters of participation in a musical organization or ensemble sponsored by the Department of Music.

Option II presupposes considerable musical study before entering Cornell. Prerequisites for admission into the Option II program are previous acceptance as an Option I major and satisfactory completion of Music 252, normally by the end of the sophomore year. Students must apply to the department for formal acceptance as an Option II major. An Option II major concentrates in one of the three areas listed below. For Option II in performance, exceptional promise must be demonstrated, in part by a successful solo recital before the end of the sophomore year.

The requirements for the Bachelor of Arts degree with a major in music under Option II are:

- 1) completion of all the requirements for Option I, except as noted below, and
- 2) in addition:
 - a) in performance:
 - (1) the requirement for four semesters of participation in a musical organization or ensemble is waived (but such majors are expected to participate actively in chamber and other ensembles sponsored by the department);
 - (2) sixteen credits in individual instruction in the student's major instrument, or voice, earned by taking Music 391–392 throughout the junior and senior years.
 - b) in theory and composition or in history:
 - (1) for two of the four semesters of participation in a musical organization or ensemble, Music 462 or 463 may be substituted;
 - (2) twelve additional credits in this area of concentration at the 300 level or above, of which either four may be earned in Music 301 or 302 when taken once for four credits, or eight may be earned in Music 401–402.

Honors. The honors program in music is intended to provide special distinction for the department's ablest undergraduate majors. To become a candidate for honors in music, a student must be invited by the faculty at the beginning of the second semester of the junior year. As soon as possible thereafter, the student will form a committee of three faculty members to guide and evaluate the honors work. In the senior year the candidate will enroll in Music 401–402, with the chairperson of the honors committee as instructor. Candidates will be encouraged to formulate programs that will allow them to demonstrate their total musical ability. The level of honors conferred will be based on the whole range of the independent work in this program, of which a major part will culminate in an honors thesis, composition, or recital to be presented not later than April 1 of the senior year, and a comprehensive examination to be held not later than May 1.

Distribution Requirement

The distribution requirement in the expressive arts may be satisfied with 6 credits in music, except freshman writing seminars. A maximum of 4 credits in Music 321–322 and a maximum of 3 credits in Music 331 through 338 and 441 through 450 may be used to satisfy this requirement.

Facilities

Music Library. The Music Library, in Lincoln Hall, has an excellent collection of the standard research tools. Its holdings consist of approximately ninety thousand books and scores and fifteen thousand records. Particularly noteworthy are the collections of opera scores, librettos, and recordings from all periods; twentieth-century scores and recordings; and the large microfilm collection of Renaissance sources, both

theoretical and musical. In addition, the Department of Rare Books, in Olin Library, houses a collection of early printed books on music and musical manuscripts.

Musical instruments. The Verne S. Swan collection of about thirty musical instruments is especially rich in old stringed instruments. A small Challis harpsichord and clavichord are available for practice; a Dowd harpsichord, a Hubbard harpsichord, and replicas of a Stein fortepiano and a Graf fortepiano are reserved for advanced students and concerts. Among the recital pianos available for use are Steinway and Mason & Hamlin concert grands and a Boesendorfer Imperial. There is an Aeolian-Skinner organ in Sage Chapel, a Schlicker organ at Barnes Hall, and a Hellmuth Wolff organ in Anabel Taylor Chapel. A complete Javanese gamelan is on permanent loan from the Metropolitan Museum of Art, New York City; other instruments from non-Western cultures are available. A studio for electronic music is housed in Lincoln Hall.

Freshman Seminars

111 Sound, Sense, and Ideas Fall or spring. 3 credits. Each section limited to 20 students. No prerequisites; students do not need to have studied music. May not be counted for the distribution requirement in the expressive arts.

M W F 9:05, 10:10.

Ways of listening, thinking, talking, and writing about music. Non-Western and popular music are considered, as well as Western classical music. Student performances in class are welcome.

115 Popular Musics Today Fall. 3 credits. Each section limited to 20 students. No prerequisites; no previous training in music required. May not be counted for the distribution requirement in the expressive arts.

M W F 11:15, D. Randel.

Musical, social, and economic aspects of diverse popular repertoires today. Students will be asked to keep abreast of current developments in the music industry, to think and write critically about music that they already know, and to situate this music in a broader context.

Introductory Courses

[101 The Art of Music] Fall or summer. 3 credits. Not offered 1988–89.

T R 11:15; 1-hour disc to be arranged. W. Austin and staff.

Explorations, chiefly through study of phonograph records, designed to speed up the continuing development of various independent tastes. Each student chooses individually what to study from among diverse styles of music; instructors help refine these choices through the term. Everyone studies a few assigned works, especially by J. S. Bach, Ludwig van Beethoven, and Ray Charles, to provide a common focus for tracing and discussing historical continuities and changes. Diversity is represented in the lectures by live performances as well as recordings. The lectures are organized to survey melody, rhythms, chords, and musical forms, suggesting ways to study any music—beyond the course as well as within it.]

103 Introduction to the Musics of the World Fall. 3 credits. No previous training in music required.

T R 11:15 plus 1-hour lab to be arranged. M. Hatch. A survey of folk, popular, and art music in several regions of the world. Topics include pitch, scale, rhythm, meter, timbre, and form in instrumental and vocal music. Recordings are the main material for study; labs present opportunities to begin performance on instruments from the regions covered, which in fall 1988 will be India and Southeast Asia.

105–106 Introduction to Music Theory 105, fall or summer; 106, spring. 3 credits each term. Some familiarity with music is desirable. Prerequisite for Music 106: 105 with grade of B– or better. Music 106 is limited to 50 students.

M W 9:05; Sec. M W 10:10, 11:15, 12:20, or 1:25, or T R 8, 12:20, or 1:25. D. Randel.

An elementary, self-contained introduction to music theory, emphasizing fundamental musical techniques, theoretical concepts, and their application. Music 105: ear training; notation, pitch, meter; intervals, scales, triads; basic concepts of tonality; extensive listening to music in various styles; analysis of representative works of Bach, Mozart, Beethoven, and Debussy. 106: systematic introduction to harmony and counterpoint; original composition of four-part chorales or short keyboard pieces.

108 Bach to Debussy Spring. 3 credits.

Prerequisite: Music 105 or permission of instructor.
M W 11:15; 1-hour disc to be arranged. N. Zaslav.
A chronological survey of major works in the Western concert repertoire in all genres, from works of Bach and Handel that embody the newly consolidated language of tonality to works of Mahler and Debussy that signal the beginning of new strategies for many composers of the twentieth century.

117 The Organ and Its Literature Fall. 3 credits.

Prerequisite: Music 105 or permission of instructor.

M W F 11:15. D. R. M. Paterson.
An analytical survey of the history of the organ, including its design and construction and its most significant repertoire.

120 Learning Music through Digital Technology

Fall or spring. 3 credits. Enrollment limited.

Prerequisite: permission of instructor.

M W F 2:30. D. Borden.
This course uses selected commercially available technological resources to produce live music. The student is expected to master the Macintosh computer, several music software programs, and several synthesizers using MIDI. Each student must learn to read music if he or she has not already done so. The course will also cover the rudimentary procedures for making a good-quality tape recording. The final is a live concert presentation of the student's final project.

Music Theory

151–152 Elementary Tonal Theory 151, fall; 152, spring. 5 credits each term. Prerequisite for Music 151: knowledge of the rudiments of music and some ability to perform demonstrated through proficiency tests given on the first two days of the term (registration is provisional, contingent on passing this test).

Prerequisite for Music 152: 151 or equivalent. Intended for students expecting to major in music and other qualified students. Required for admission to the music major. All students intending to major in music, especially those intending to elect Option II, should if possible enroll in Music 151–152 during the freshman year.

M W F 11:15; 2 discs to be arranged. J. Lindorff and staff.

Detailed study of the fundamental elements of tonal music; rhythm, scales, intervals, triads; melodic movement, two-part counterpoint, harmonic progression in the chorale style of J. S. Bach; and introduction to analysis of small forms. Drill in aural discrimination, sight singing, keyboard harmony, and elementary figured bass; rhythmic, melodic, and harmonic dictation; and score reading.

220–221 Learning Counterpoint Through Digital Technology 220 fall; 221 spring. 3 credits each term. Enrollment limited. Prerequisite: permission of instructor.

T R 1:25–2:40. D. Borden.
This course uses Hypercard, a cross-referencing software program for the Apple Macintosh computer. It is a study of traditional contrapuntal techniques from the fourteenth century to the present. Synthesizers, samplers, MIDI, and music software will be covered.

245–246 Introduction to the Gamelan 245, fall; 246, spring. 2 credits each term. No previous knowledge of musical notation or performance experience necessary. Music 245 is not a prerequisite to 246.

M W 1:25 or R 3:30–5. P. Yampolsky, M. Hatch.
Concentrated instruction in the repertoires and practices of Indonesian gamelan traditions. Related

aspects of culture—drama, dance, literature, and oral poetry—will be studied in their influence on musical practices. Research into performance styles and the history of the instruments. This sequence concentrates on instruction in elementary techniques of performance on the gamelan. The student is required to submit a short paper showing research on the history, theory, or practice of Indonesian music. Music 445–446 is a one-credit course for beginners in gamelan that meets at the same times as 245–246 and covers only instruction in elementary gamelan performance techniques.

251–252 Intermediate Tonal Theory 251, fall; 252, spring. 5 credits each term. Prerequisite for Music 251: 152 or the equivalent or a suitable level of performance on a proficiency test given by the department during orientation each fall term. Prerequisite for Music 252: 251.

M W F 10:10; 2 discs to be arranged. J. Webster and staff.

Continuation of the study of harmony by composition and analysis, including seventh chords, secondary dominants, and chromatic harmony. Students are expected to write several short pieces in eighteenth- and nineteenth-century styles and forms, such as two-part inventions and minuets scored for string quartet. Continuation of analysis of forms, with emphasis on large forms, e.g., sonata form. Ear training, keyboard harmony, figured bass, sight singing, dictation, and score reading.

351 Advanced Tonal Theory Fall. 4 credits.

Prerequisite: Music 252 or equivalent.

M W F 11:15. E. Murray.
Inventions, chromatic harmony, analysis of larger forms and nineteenth-century music, ear training, score reading, and advanced keyboard studies, including figured bass.

352 Materials of Twentieth-Century Music Spring. 4 credits. Prerequisite: Music 351.

M W F 11:15. W. Austin.
Introduction to some techniques of composers from 1900 to 1950, including expanded tonal resources, atonality, and new approaches to form and rhythm. Analysis of representative smaller works by Bartok, Hindemith, Schoenberg, Stravinsky, Webern, and some American composers. Writing assignments in various styles.

[451 Counterpoint Spring. 4 credits. Prerequisite: Music 351 or equivalent. Not offered 1988–89.]

[452 Form and Analysis Spring. 4 credits. Prerequisite: Music 351 or equivalent. Not offered 1988–89.]

[456 Orchestration Fall. 4 credits. Prerequisite: Music 252 or permission of instructor. Not offered 1988–89.

T 10:10–12:05. K. Husa.
A study of the instruments of the orchestra and their use in representative works from 1700 to the present. Scoring for various instrumental groups, including large orchestra. Students will occasionally attend rehearsals of Cornell musical organizations and ensembles.]

[462 Orchestral Conducting Spring. 2 credits. Prerequisite: Music 352. Not offered 1988–89.

T 10:10–12:05. K. Husa.
The fundamentals of score reading and conducting technique; study of orchestral scores from baroque, classical, romantic, and contemporary periods. Occasionally the class will visit rehearsals of Cornell musical organizations.]

463 Choral Conducting Fall. 2 credits.

Prerequisite: Music 252 or permission of instructor.
M 1:25–2:40. T. Sokol.

[464 Choral Style Spring. 2 credits. Prerequisite: Music 252 or permission of instructor. Not offered 1988–89.

F 2:30–4:10. T. A. Sokol.]

Music History

[218 Chopin, Chaikovsky, Musorgskii Spring. 3 credits. Students may wish to register concurrently in Music 219. Not offered 1988–89.

T R 11:15; disc to be arranged. W. Austin, G. Gibian, and staff.]

[219 Chopin, Chaikovsky, Musorgskii Spring.

1 credit. Prerequisite: reading knowledge of Russian. Limited to students concurrently enrolled in Music 218. Not offered in 1988–89.

Sem to be arranged.
See description for Music 218.]

222 Jazz Spring. 3 credits. Prerequisite: Music 105, knowledge of music notation, or permission of instructor.

M W F 11:15 plus 1 hour to be arranged. M. Hatch and staff.

Lectures will introduce various jazz styles and techniques from around 1900 to the 1970s. Sections will present progressive exercises in analysis of fundamental aspects of jazz, including rhythm, meter, melody, harmony, timbre, and form. Focus: the recorded anthology *Smithsonian Collection of Classical Jazz*.

223 Music of the American Indian Spring. 3 credits.

T R 1:25–2:40. C. Heth.

Study of American Indians will be within the broader context of styles, cultural values, and sources. Specific reference to the musics of Athabaskan, Pueblo, and the plains areas will be emphasized along with modern Pan-Indian trends. Films, recordings, lectures, and limited group singing and dancing will relate the music to each of the cultures producing it.

[272 Music and the Dance (also Theatre Arts 272) Spring; 3 credits. Prerequisite: permission of instructor. Not offered 1988–89.

T R 9:05. R. Harris-Warrick.
This course will explore selected topics in the interrelations between music and dance in the Western tradition. Some of the areas to be examined include the influence of dance movement on musical composition, composer-choreographer relationships, and a comparison of music composed for dancing with dance music composed for listening. Examples will be drawn from the Renaissance, the Baroque period, and the modern era. Students will be asked to pursue an independent project.]

[274 Opera Fall. 3 credits. Not offered 1988–89.

M W 11:15. A. Groos, R. Parker.
A team-taught introduction to major repertory works, with discussion of texts and theatrical performance as well as music. Operas surveyed will span the period from Mozart to modern times, with emphasis on works by Mozart, Verdi, and Wagner. Video recordings will be an integral part of the course; optional trips to live performances will be scheduled where possible. (See also Music 374 and German Literature 374.)]

[277 Baroque Instrumental Music Spring.

3 credits. Prerequisite: a previous course in music or permission of instructor. Not offered 1988–89.

M W F 12:20. N. Zaslav.
Topics covered will include the rise of purely instrumental music; Renaissance string bands; the English virginalists and viol consorts; the Italian violin school; the German organ school; lute and guitar music; the invention of the Baroque winds, orchestra, and fortepiano; and the sonatas, concertos, and suites of Bach, Corelli, Couperin, Handel, Purcell, Rameau, Telemann, and Vivaldi.]

[281 Music of the Baroque Period Fall or spring, every third semester. 3 credits. Prerequisite: any course in music or permission of instructor. Not offered 1988–89.

Fall 1987: T R 9:05. R. Harris-Warrick.
The history of music from the appearance of monody, opera, and the continuo around 1600 to the culmination of Baroque style in the music of Bach, Handel, and their contemporaries. Emphasis on the music of Monteverdi, Schutz, Purcell, Bach, and Handel.]

[282 Music of the Classical Period] Spring 1988. Offered every third semester. 3 credits. Prerequisite: any course in music, or permission of instructor. Not offered 1988–89.

M W 1:25. J. Webster.

The history of music from the emergence of classical style in the mid-eighteenth century through its dissolution after 1815; its relations to new genres like symphony, string quartet, and piano sonata; and its effects on old genres such as opera, church music, and concerto. Emphasis on music of Haydn, Mozart, and Beethoven.]

283 Music of the Romantic Era Fall or spring, every third semester. 3 credits. Prerequisite: any 3- or 4-credit course in music, or permission of instructor. Fall: M W 1:25. R. Parker.

The history of music from Schubert to Mahler, with a preliminary consideration of Beethoven. The course will concentrate on major figures and the following genres: solo song, piano music, chamber music, orchestral music, and opera.

287 Mozart Fall. Prerequisite: another course in music or permission of instructor. 3 credits.

T R 10:10–11:25. N. Zaslaw.

A chronological tour of the life and works of Wolfgang Amadeus Mozart by means of original documents, scores, recordings, and live performances. As a postlude, an evaluation of Peter Shaffer's play and movie *Amadeus* will be undertaken.

[313 Music and Poetry in the Renaissance]

Spring. 4 credits. Prerequisite: any course in music or permission of instructor. Not offered 1988–89.

W 1:25–3:20, R 1:25. D. Randel.]

369 Debussy to the Present Spring. 4 credits. Prerequisite: Music 152 or permission of instructor.

T R 11:15. W. Austin.

Acquaintance with three or more pieces by Debussy is expected as a starting point, together with interest in some music by living composers, possibly including T. Musgrave, S. Reich, S. Wonder, and F. Zappa. Explorations by individual students, guided by the instructor throughout the term, include some study of works by Messiaen and Boulez in relation to Debussy and others. Kinds of study as well as choices of music for study depend on individual students' abilities and concerns.

[372 Music and the Dance (also Theatre Arts 372)] Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

T R 9:05 plus 1 hour T 10:10. R. Harris Warrick.

This course will explore selected topics in the interrelations between music and dance in the Western tradition. Some of the areas to be examined include the influence of dance movement on musical composition, composer-choreographer relationships, and a comparison of music composed for dancing with dance music composed for listening. Examples will be drawn from the Renaissance, the Baroque period, and the modern era. Students will be asked to pursue an independent project.]

[373 Music and Poetry in France: Late Middle Ages and Renaissance (also French 318)] Spring. 4 credits. Prerequisite: permission of either instructor. This course will be of most interest to students who have done some work in music or in French literature. The ability to read music is not a prerequisite, but a reading knowledge of French is necessary. Graduate students who enroll in Music 673 will be given supplementary assignments. Not offered 1988–89.

T R 10:10–11:25. D. Randel, E. P. Morris.

Changing relations between vernacular poetry and secular music from the late fourteenth century to the early sixteenth century. Examples will include Guillaume de Machaut's settings of his own poems, the *rondeaux* and *ballades* set by Dufay and Binchois, the increasingly varied forms cultivated by Josquin Desprez and his contemporaries, and settings of the strophic *chansons* and psalm translations of Marot.]

374 Opera Fall. 4 credits. Prerequisite: completion of Music 252 or proficiency in German or Italian.

T 1:25–4:25. A. Groos, R. Parker.

A team-taught study of major works of the German and Italian repertory between 1780 and 1920. Among the issues to be considered will be source-libretto and words-music relationships, reception, and criticism. Works to be studied will include operas by Mozart, Verdi, Wagner, Puccini, and Strauss.

[381 Music of the Baroque Period] Fall or spring, every third semester. 4 credits. Prerequisite: Music 152 or equivalent. Not offered 1988–89.

Fall 1987: T R 9:05 plus 1 hour R 10:10.

R. Harris-Warrick.

The same as Music 281 but with one additional meeting a week devoted to technical discussion of individual works.]

[382 Music of the Classical Period] Fall or spring, every third semester. 4 credits. Prerequisite: Music 152 or equivalent. Not offered 1988–89.

Spring 1988: M 1:25, W 1:25–3:20. J. Webster.

The same as Music 282, but with one hour each week devoted to technical discussion of individual works.]

383 Music of the Romantic Era Fall or spring, every third semester. 4 credits. Prerequisite: Music 152 or equivalent.

Fall 1988: M 1:25, W 1:25–3:20. R. Parker.

The same as Music 283, but with an additional hour each week devoted to technical discussion of individual works.

387 Mozart Fall. 4 credits. Prerequisite: Music 152 or permission of instructor.

T R 10:10–11:25 plus 1 hour to be arranged.

N. Zaslaw.

For description, see Music 287.

[389 The Study of Non-Western Musics] 4 credits. Prerequisite: Music 152 or permission of instructor. Not offered 1988–89.

M. Hatch.]

[474 Poetry and Music in the English Renaissance (also English 426)] Spring. 4 credits. Not offered 1988–89.

M W F 12:20. E. Murray.]

[481 Music in Western Europe to Josquin Des Prez]

Fall. 4 credits. Prerequisite: Music 381–382 or permission of instructor. Not offered 1988–89.

R 1:25 and 2:30. D. Randel.

An introduction to the monophonic chant of the Western church, medieval musical theory, notation, and the origins and development of polyphonic art music in Europe through the fifteenth century.]

[482 Josquin Des Prez to Monteverdi] Spring. 4 credits. Prerequisite: Music 381, 382, or 383, or permission of instructor. Not offered in 1988–89.

T R 10:10–11:25. N. Zaslaw.]

Independent Study

301–302 Independent Study in Music 301, fall; 302, spring. Credit to be arranged. Prerequisite: departmental approval.

Hours to be arranged. Staff.

Honors Program

401–402 Honors in Music 401, fall; 402, spring. 4 credits each term. Limited to honors candidates in their senior year.

Staff.

Musical Performance

321–322 Individual Instruction in Voice, Organ, Harpsichord, Piano, Strings, Woodwinds, and Brass. The number of places is strictly limited. Prerequisite: successful audition with the instructor. Students may register only with the prior permission of

the instructor. Students may register for this course in successive years. For information, consult the music department office, Lincoln Hall.

Students may sign up for individual instruction in music performance, with permission of the instructor only, following a successful audition.

Lessons without credit (Music 321–322): The fee for one half-hour lesson weekly, without credit, during the term is \$90. For a one-hour lesson or two half-hour lessons without credit the fee is \$180. Practice-room fees for six hours weekly are \$30 per term for a room with a piano; \$10 for a room without a piano; \$50 for use of a pipe organ.

Lessons for credit (Music 321–322): Advanced students, at the sole discretion of the instructor, may earn 2 credits each term for a one-hour lesson (or two half-hour lessons) weekly accompanied by an appropriate practice schedule. For every 4 credits earned in Music 321–322, the student must have earned, or currently be earning, at least 3 credits in Music courses (not including Freshman Seminars, Music 321–322, 331 through 338, 391–392, or 441 through 450); these 3 credits must be earned prior to, or simultaneously with, the first 2 credits in 321–322. The fee for a one-hour lesson (or two half-hour lessons) weekly, for credit, during the term is \$135. Practice-room fees for twelve hours weekly are \$40 per term for a room with a piano; \$20 for a room without a piano; \$75 for use of a pipe organ.

Fees are non-refundable once lessons begin, even if the course is subsequently dropped.

Music majors receive a scholarship equal to the lesson fee listed above. Members of department-sponsored performance ensembles and organizations may, with permission of the director of the organization, receive a scholarship of up to one-half the Cornell fee for the type of lessons chosen during the term. (These scholarships are intended for lessons in the student's primary performing medium.)

Under certain conditions students may earn credit for lessons taken outside Cornell (Music 321h–322h). Arrangements must be made through the Department of Music office. Lesson-fee scholarships apply, when awarded, in the same dollar amounts as those for lessons taken at Cornell.

321a–322a Individual Instruction in Voice 321a, fall; 322a, spring. 2 credits each term.

Hours to be arranged. S. Davenny Wyner.

321b–322b Individual Instruction in Organ 321b, fall; 322b, spring. 2 credits each term.

Hours to be arranged. D. R. M. Paterson.

321c–322c Individual Instruction in Piano 321c, fall; 322c, spring. 1–2 credits each term.

Hours to be arranged. M. Bilson, J. Shames, and staff.

321d–322d Individual Instruction in Harpsichord 321d, fall; 322d, spring. 2 credits each term.

Hours to be arranged. J. Lindorff.

321e–322e Individual Instruction in Violin or Viola 321e, fall; 322e, spring. 2 credits each term.

Hours to be arranged. S. Monosoff.

321f–322f Individual Instruction in Cello or Viola da Gamba 321f, fall; 322f, spring. 2 credits each term.

Hours to be arranged. L. Cranham, J. Hsu.

321g–322g Individual Instruction in Brass 321g, fall; 322g, spring. 2 credits each term.

Hours to be arranged. M. Stith.

321h–322h Individual Instruction outside Cornell 321h, fall; 322h, spring. 2 credits each term.

Staff sponsored.

All the standard orchestral and band instruments and guitar may, under certain conditions, be studied for credit with outside teachers. This course is available primarily for the study of instruments not taught at

Cornell and for the use of those who for reasons of space cannot be admitted to Music 321a–g or 322a–g. Prior approval by a member of the faculty in the department is required. For information and a list of approved teachers, consult the department office, 125 Lincoln Hall.

391–392 Advanced Individual Instruction 391, fall; 392, spring. 4 credits each term. Open only to juniors and seniors majoring in music under Option II with concentration in performance and to graduate students. Option II majors whose lessons must be taken outside Cornell may apply to the department for financial assistance towards the cost of lessons; \$135 per semester will normally be awarded to such students, and a larger amount may be awarded under certain circumstances. Music 391 is not a prerequisite to 392.

Hours to be arranged. Staff.

Musical Organizations and Ensembles

Students may participate in musical organizations and ensembles throughout the year. Permission of the instructor is required, and admission is by audition only, except that the Sage Chapel Choir and the Cornell Gamelan Ensemble are open to all students without prior audition. Registration is permitted in two of these courses simultaneously, and students may register in successive years, but no student may earn more than 6 credits in these courses. Membership in these musical organizations and ensembles is also open to qualified students who wish to participate without earning credit.

331–332 Sage Chapel Choir 331, fall or summer; 332, spring. 1 credit. No audition for admission. M 7–8:30 p.m., R 7–8:30 p.m., Sunday 9:30 a.m. D. R. M. Paterson.

333–334 Cornell Chorus or Glee Club 333 fall; 334 spring. 1 credit. Prerequisite: permission of instructor. Chorus: T 7:15–9:15 p.m., plus 2 hours to be arranged. Glee Club: W 7:15–9:15 p.m., plus 2 hours to be arranged. S. Davenney-Wyner or T. Sokol.

335–336 Cornell Orchestra 335, fall; 336, spring. 1 credit. Prerequisite: permission of instructor. Rehearsals for the Cornell Symphony Orchestra: W 7:30–10 p.m. E. Murray.

337–338 University Bands 337, fall; 338, spring. 1 credit. Symphonic band: fall or spring, T and W 4:30–5:45. Wind ensemble: spring, M 7:30–9:30 p.m. and R 4:30–5:45. M. Stith. Students interested in participating in the Big Red Marching Band may inquire at the Department of Athletics, Teagle Hall.

421–422 Cornell Chamber Ensemble 1 credit. Prerequisite: permission of instructor. R 5–6:30. S. Monosoff. Study and performance of the chamber symphonies of Haydn, Vivaldi, and their contemporaries. For strings, woodwinds, and horns.

441–442 Chamber Music Ensemble 441, fall; 442, spring. 1 credit. Prerequisite: permission of instructor. S. Monosoff. Study and performance of chamber music literature; string and wind groups; piano trios and quartets, trio sonatas, etc. Emphasis on musical problems, with some practice in sight reading.

443 Chamber Singers Fall. 1 credit. Prerequisite: permission of instructor. M 4:45–6:45. S. Davenney-Wyner. Study and performance of selected vocal chamber music.

444 Chorale Spring. 1 credit. Prerequisite: permission of instructor. F 4:30–6:30. T. Sokol. Study and performance of selected vocal chamber music.

445–446 Performance on the Gamelan 445, fall; 446, spring. 1 credit each term. M W 1:25 or R 3:30–5 (beginners); Cornell Gamelan Ensemble (advanced), R 7:30–10 p.m.

M. Hatch, P. Yampolsky, and staff. Basic performance techniques and theories of central Javanese gamelan. Tape recordings of gamelan and elementary cypher notation are provided. Some instruction by Indonesian musicians is offered in most years.

447–448 Collegium Musicum 1 credit. Prerequisite: permission of instructor. Not offered 1988–89. M 5–6:30. J. Hsu.]

449–450 Eighteenth-Century Orchestra 1 credit. Prerequisite: permission of instructor. Not offered 1988–89. R 7:30–10 p.m. S. Monosoff.]

Graduate Courses

Open to qualified undergraduates with permission of instructor.

601 Introduction to Bibliography and Research Fall. 4 credits. M 1:30–4:25. L. Coral.

602 Analytical Technique Spring. 4 credits. Not offered 1988–89. R 1:30–4:25. J. Webster. A critical survey of various analytical methods in current use. Frequent analytical assignments and class presentations.]

603 Editorial Practice Spring. 4 credits. F 10:10–12:05. R. Harris-Warrick. Fundamental techniques of source study and filiation, the nature of a musical text, and the editorial process. Opportunity to make a critical edition based on original sources.

622 Historical Performance Practicum Spring. 4 credits. R 2:30–4:25. N. Zaslaw, M. Bilson. The study of eighteenth-century instrumental manuals and its application to modern performance.

653 Topics in Tonal Theory and Analysis Fall. 4 credits. R 1:30–4:25. J. Webster. Topic for fall 1988: problems in the analysis of nineteenth-century music. Attention to motivic and thematic development, large-scale form, and chromatic procedures in both diatonic and incipiently nontonal contexts.

654 Topics in Post-tonal Theory and Analysis Spring. 4 credits. M 1:25–4:30. E. Murray.

Various approaches to the post-tonal repertory will be explored, including set theory, voice leading, and rhythmic factors. Music studied will include works by Berg, Webern, Stravinsky, Dallapiccola, Boulez, and others.

656 Modern Orchestration Fall. 4 credits. T 10:10–12:05. K. Husa.

657–658 Composition 657, fall; 658, spring. 4 credits each term. W 1:25–4. S. Stucky.

659–660 Composition 659, fall; 660, spring. 4 credits each term. T 2:30–4:25. K. Husa and staff.

662 Orchestral Conducting Spring. 4 credits. T 10:10–12:05. K. Husa.

668 Shostakovich's Twenty-four Preludes and Fugues Spring. 4 credits. Not offered 1988–89. T 2:30. W. Austin. Study of twenty-four short pieces in many contexts: theoretical, historical, and practical. This study needs

some ability to read either Russian (with a dictionary) or music (finding on some instrument a melody written in the treble clef).]

669–670 Debussy to the Present [669, fall;] 670, spring. 4 credits each term. [669 not offered 1988–89.] T R 11:15. W. Austin.

Attendance in Music 369 provides a common foundation for studies on a graduate level, which may be interdisciplinary—treating bird song, color perception, French poetry, James Joyce, Francis of Assisi, etc.—or more technically musical.

673 Music and Poetry in France: Late Middle Ages and Renaissance (also Music 373 and French 318) Spring. 4 credits. Not offered 1988–89. T R 10:10–11:25. D. M. Randel, E. P. Morris.]

674 Opera Fall. 4 credits. T 1:25–4:25. A. Groos, R. Parker. For description, see Music 374.

677 Mozart: His Life, Works, and Times (also German 757) Fall. 4 credits. Not offered 1988–89. N. Zaslaw, S. L. Gilman.]

680 Introduction to Ethnomusicology Fall. 4 credits. T 10:10–12:30. C. Heth.

This seminar will cover advanced readings in ethnomusicology with attention focused on a particular topic. Topic for fall 1988: vocal style.

681 Seminar in Medieval Music Fall. 4 credits. Not offered 1988–89. R 3:35. D. Randel. The same as Music 481 plus an additional hour.]

683–684 Seminar in Renaissance Music 683, fall; 684, spring. 4 credits each term. Not offered 1988–89. D. Randel.]

686 Seminar in Baroque Music Spring. 4 credits. Not offered 1988–89. T 2:30–4:25. N. Zaslaw.]

687 Seminar in Classical Music Fall. 4 credits. Not offered 1988–89. T 2:30–4:25. J. Webster.]

688 Seminar in Classical Music Spring. 4 credits. W 1:30–4:25. J. Webster. Topic for spring 1989: the instrumental music of Haydn. Particular attention will be given to the issue of integration in multimovement works of Haydn and his contemporaries.

689–690 Seminar in Music of the Romantic Era 4 credits each term. Not offered 1988–89. W 1:25–4. R. Parker.]

691–[692] Performance Practice 691, fall; [692, spring]. 4 credits each term. [692 not offered 1988–89.] W 2:30. N. Zaslaw. The rise of the orchestra in the late seventeenth and early eighteenth centuries.

697–698 Independent Study and Research 697, fall; 698, spring. Credit to be arranged. Hours to be arranged. Staff.

699 Musical Notation Fall. 4 credits. Not offered 1988–89. N. Zaslaw, K. Husa, J. Hsu, M. Hatch.]

785–786 History of Music Theory 785, fall; 786, spring. 4 credits each term. Not offered 1988–89. J. Webster.]

788 History and Criticism Spring. 4 credits. T 2:30. D. Randel. The nature of history and criticism in musicology in the light of current thought in other disciplines such as literary criticism, history, and philosophy.

[789 Liturgical Chant in the West Fall. 4 credits.
Not offered 1988–89.
W 1:30–4:25. D. Randel.]

Near Eastern Studies

L. Babby, chairman; R. Brann (graduate faculty representative), S. Gilman (director of Program of Jewish Studies), R. Kevin Lacey, S. Mehrez, D. I. Owen, L. Peirce, D. Powers, G. Rendsburg, (director of undergraduate studies), N. Scharf, N. Sher, Y. Olmert (Dayan visiting professor),

Joint faculty: L. Babby, M. Bernal, S. Gilman, B. Lewis (A. D. White Professor-at-Large)

The Department

The Department of Near Eastern Studies (360 Rockefeller Hall, 255-6275) offers courses in the archaeology, civilization, history, languages, and literatures of the Near East. Students are encouraged to take an interdisciplinary approach to the cultures of this region that has had such an important impact on the development of our own civilization and that plays so vital a role in today's world community. The department's course offerings treat the Near East from ancient times to the modern period and emphasize methods of historical and literary analysis. Near Eastern Studies also provides the basic courses in the Program of Jewish Studies.

Faculty exchange with the Dayan Center, Tel Aviv University. The Department of Near Eastern Studies has established a faculty exchange program with the Dayan Center for Middle Eastern and African Studies at Tel Aviv University. Since spring semester 1982, the department has had a professor visiting from the center to teach a course or courses on the modern Middle East in his or her area of specialty. Courses have included a general survey on the history of the modern Middle East and seminars on Egypt, Lebanon, Saudi Arabia, and the Arab-Israeli conflict.

Distribution Requirements

Any two Near Eastern studies history or archaeology courses at the 200 or 300 level that form a reasonable sequence or combination satisfy the distribution requirement in the social sciences or history. Any two Near Eastern studies civilization or literature courses at the 200 or 300 level that form a reasonable sequence or combination satisfy the distribution requirement in the humanities. NES 197 plus any other Near Eastern studies course will constitute a sequence to fulfill the distribution requirement in either social sciences or humanities, depending on the second course. All 200- and 300-level language courses may fulfill the humanities requirement.

The Major

The student who majors in Near Eastern Studies may concentrate in one of the following five areas:

1. Near Eastern languages and literatures
2. Ancient Near Eastern studies
3. Judaic studies
4. Islamic studies
5. Contemporary Near Eastern studies

The precise sequence and combination of courses chosen to fulfill the major is selected in consultation with the adviser; all majors, however, must satisfy the following requirements (S-U options not allowed):

- 1) Qualification in one of the languages offered by the department
- 2) Eight NES courses (which may include intermediate and advanced language courses), including NES 197
- 3) Four courses in subjects related to the student's concentration, which may, in some cases, be taken outside the department

Prospective majors should discuss their plans with the director of undergraduate studies before formally enrolling in the department. To qualify as a major, a cumulative grade average of C or better is required.

Study abroad. There are many opportunities for study in the Near East. Cornell has agreements with Ben-Gurion University, the University of Haifa, Hebrew University, Tel Aviv University, and the Technion in Israel, and with the American University in Cairo, that will permit students to enroll for a year or in some cases for a semester. Study in regular university courses at Haifa, Hebrew University, and Tel Aviv University will be permitted for students with adequate language preparation; otherwise, students enroll in the Overseas Study Program of the institution. Beginning in 1988–89, students attending the Technion may take course work in English in aeronautical engineering and in agricultural engineering in special programs in those fields but must take all course work in Hebrew in all other fields. Courses at the American University in Cairo are taught in English. Students planning to study overseas during their junior year should develop language skills during their freshman and sophomore years.

Honors. Candidates for the degree of Bachelor of Arts with honors in Near Eastern languages and literatures, Ancient Near Eastern studies, Judaic studies, or Islamic studies must fulfill the requirements of the appropriate major study and enroll in the honors course, NES 499, in the first semester of their senior year. For admission to the honors program, candidates must have a cumulative average of B+ or better and have demonstrated superior performance in Near Eastern studies courses. After consulting their major adviser, candidates should submit an outline of their proposed honors work to the department during the second semester of their junior year.

Program of Jewish Studies

The field of Jewish studies encompasses a broad spectrum of disciplines that include civilization, language, literature, philology, and history. The Department of Near Eastern Studies offers students the opportunity to take a wide variety of courses in Jewish studies whose subjects are not represented in this department. Students interested in planning a program in Jewish studies should consult the Department of Near Eastern Studies. For further details see Program of Jewish Studies under "Special Programs and Interdisciplinary Studies."

Freshman Writing Seminars

115 Literature and Politics in the Arab World Fall. 3 credits.

T R 8:40–9:55. S. Mehrez.

For the past century or so, the Middle East has provided an almost uninterrupted scene of political and ideological struggle. Revolution, nationalism, war, socialism, radicalism, and fundamentalism have all been part and parcel of the modern history of the Middle East. Where does literature fit into this picture? What is the role of the intellectual in a part of the world where writers cannot afford to "sit back and poke sophisticated irony at one another" or "explore the anguished world of lonely individuals abstracted from time and actual circumstances"? Through readings of Middle Eastern literary texts we will explore how writers have participated and continue to participate not so much in the writing of but rather in the making of history. The emphasis of the course is on improving reading and writing skills. Students will be assigned a number of short papers at first, then longer essays toward the second half of the semester.

123–124 Myth and Legend in the Ancient Near East 123, fall; 124, spring. 3 credits each term.
Prerequisite for NES 124: NES 123.

M W F 10:10. Staff.

During the course of the semester we will read classic myths and legends from various ancient Near Eastern civilizations (c. 3000–1000 B.C.E.); these civilizations include Sumer, Egypt, Assyria, Babylonia, Anatolia, Canaan, and Israel. Although archaeological and secondary sources will be consulted, emphasis will be on the reading of primary texts in translation. Among the texts that we will read are the following: from Egypt—*The Creation* (by Atum), *The Theology of Memphis*, *The God and His Unknown Name of Power*, and *The Story of Two Brothers*; from Sumer—*The*

Deluge, *A Paradise Myth*, and *Inanna's Descent to the Nether World*; from Assyria and Babylonia—*The Creation Epic*, *The Epic of Gilgamesh*, *Atrahasis*, and *A Vision of the Nether World*; from Ugarit—*Poems of Baal and Anat* and *The Legend of King Keret*; and from Israel—*The Creation Stories* and *Noah's Flood*.

[125–126 Society, Economy, and Religion in Ancient Israel: King David's Jerusalem 126, fall; 125, spring. 3 credits. Not offered 1988–89.]

[127 Jewish Identity: Exile and the Search for Meaning in Modern Jewish Literature Fall. 3 credits. Not offered 1988–89.]

154 Harems, Houris, and Hashish: Western Perceptions of the Middle East Spring. 3 credits.
Freshman writing seminar.

T R 2:55–4:10. D. Powers.

Societies acquire their identities in part by defining themselves in relation to foreigners, strangers, aliens, or enemies: we divide the world into the familiar (Europe, the West, "us") and the strange (the Orient, the East, "them"). In this course we will explore how contemporary Western perceptions of the Middle East have been shaped by the imperial and colonial experience of the past 150 years, paying special attention to the role of power and politics in the production of culture and knowledge.

156 Classics of Islamic Literature Spring. 3 credits. A freshman writing seminar.

M W F 2:30–3:20. R. Kevin Lacey.

This seminar will examine, through literary texts, the astonishingly rapid rise of the society of Medieval Islam and the subsequent growth and development of that society. It will concentrate on several of the genres of Islamic literature, such as scripture, love poetry, prose essay, epic, and romance, seeking the view of the world and of Islamic society that it conveys. In addition to genre, concepts such as literary convention and originality will be dealt with at length. The materials assigned will all be premodern, except for a concluding book of some modern Middle Eastern fiction.

Language Courses

101–102 Elementary Modern Hebrew I and II 101, fall; 102, spring. 6 credits each term. Prerequisite for NES 102: 101 or permission of instructor. Satisfactory completion of NES 102 fulfills the qualification portion of the language requirement.

M–F 9:05, 10:10, or 1:25. N. Scharf.

Intended for beginners (section 1 for students without any previous background). A thorough grounding is given in all the language skills, emphasizing reading, writing, grammar, listening, and speaking. (1) Oral comprehension and production: (a) in the classroom—ability to understand the basic dialogues and passages without the aid of written texts, to use these texts in variation, and to create new ones; (b) in the outside world—ability to meet basic travel needs and daily routine needs, both at work and in a study situation. (2) Reading: (a) in the classroom—ability to read the texts in the lessons, as well as new texts based on materials presented in class, and to deal with extensive readings (i.e., materials based on texts presented in the classroom as well as additional contextually relevant vocabulary items); (b) in the outside world—ability to read simple road signs, train and bus schedules, menus, simple directions, etc. (3) Writing: (a) in the classroom: ability to communicate by writing short sentences and to construct short dialogues based on simple sentences or brief passages on topics included in classroom discussions; (b) in the outside world—ability to construct simple, very short letters or notes, or brief summaries or reports. (4) Culture: meet basic courtesy needs in informal situations, know basic geographic facts, and become aware of the composition of the people of the country.

103 Elementary Hebrew Summer (six-week session). 4 credits. Enrollment limited to 18 students.

M–F 8:30–9:45. N. Scharf.

The fundamentals of grammar, syntax, and vocabulary as applied to both conversational and written Hebrew in the modern idiom. Students are expected to know the Hebrew alphabet for the first session of class.

104 Continuing Hebrew Summer (six-week session). 4 credits. Enrollment limited to 18 students. Prerequisites: one semester of college Hebrew or permission of instructor.

M-F 10:10-11:15. N. Scharf.
For students who seek to build vocabulary, improve grammar and reading proficiency, and express themselves both in oral and written modern Hebrew.

111-112 Elementary Arabic 111, fall; 112, spring. 6 credits each term. Prerequisite for Arabic 112: Arabic 111 or permission of instructor.

M-F 10:10-11. R. Kevin Lacey.
The fundamentals of literary Arabic are introduced through practice in reading, writing, listening, and speaking. Short selections from all periods of Arabic literature are studied.

[113-114 Egyptian Arabic (also Arabic 113-114)] 113, fall; 114, spring. 4 credits each term. 113: no prerequisite. Prerequisite for NES 114: 113 or permission of instructor. All texts in Roman alphabet. Not offered 1988-89.]

[121-122 Elementary Classical Hebrew] 121, fall; 122, spring. 4 credits each term. Prerequisite for NES 122: 121 or equivalent with permission of instructor. Not offered 1988-89.]

137-138 Elementary Turkish (also Turkish 131-132) 137, fall; 138, spring. 6 credits each term.

M-F 1:25-2:15. L. Peirce.
This course aims at developing speaking, reading, and writing skills in modern Turkish. The fall term will be devoted primarily to intensive study of grammar but will include simple reading and writing exercises. Oral drill and conversation practice will be integrated into all class periods. In the spring term, while the study of grammar will continue, more time will be devoted to reading and writing. Oral practice will include both informal conversation and structured situations.

[171-172 Elementary Yiddish] 171, fall; 172, spring. 4 credits each term. Not offered 1988-89.]

201-202 Intermediate Modern Hebrew I and II 201, fall; 202, spring. 3 credits each term. Prerequisites for NES 201, 102 or permission of instructor; for NES 202, 201 or permission of instructor. Satisfactory completion of NES 202 fulfills the proficiency portion of the language requirement.

MWF 12:20. N. Scharf.
Second-year modern Hebrew. Continued development of reading, writing, composition, listening, and speaking skills. (1) Oral comprehension and production: (a) in the classroom—ability to carry on a conversation, listen to a short lecture, or deliver a short lecture on topics covered in the classroom or related topics; (b) in the outside world—ability to interact with speakers of Hebrew and exchange ideas on basic interests and current events, in work or study situations or informal gatherings, and to relay simple information and give directions. (2) Reading: (a) in the classroom—ability to read simplified short stories, short news items, and newspaper headlines; (b) in the outside world—ability to read short newspaper items, work directions, maps, plans, etc. (3) Writing: (a) in the classroom—ability to write short compositions, take notes in class, compose schedules, write out directions, etc.; (b) in the outside world—ability to write letters, reports and summaries of events, and to complete questionnaires. (4) Culture: expand knowledge of culture into some areas of literature, popular culture, and historical background.

[211-212 Intermediate Arabic] 211, fall; 212, spring. 3 credits each term. Prerequisites: for NES 211, one year of Arabic or permission of instructor; for NES 212, 211 or permission of instructor. Not offered 1988-89.]

[221 Readings in Classical Hebrew Literature: The Art of Biblical Narrative] Fall. 3 credits. Prerequisite: one year of Hebrew, modern or biblical. Not offered 1988-89.]

[222 Reading in Classical Hebrew Literature: The Art of Biblical Poetry] Spring. 3 credits. Not offered 1988-89.]

[238 Aramaic] Spring. 3 credits. Not offered 1988-89.]

[271-272 Hebrew for Academic Studies] 3 credits. Prerequisites: NES 202 or permission of instructor. Not offered 1988-89.]

301-[302] Advanced Modern Hebrew I and II 301, fall; [302, spring]. 4 credits each term. Entire sequence may be repeated for credit. Prerequisite for NES 301: 202 or equivalent with permission of instructor. Prerequisite for NES 302: 301 or equivalent with permission of instructor. This sequence may be used as literature to fulfill the humanities distribution requirement. Material varies from one year to the next. [302 not offered 1988-89.]

MWF 9:05. R. Brann.
Advanced study of Hebrew through the analysis of literary texts and expository prose. This course employs a double perspective: the language is viewed through the literature and the literature through the language. Students will develop composition skills by studying language structures, idioms, and various registers of style.

311-312 Advanced Arabic: Classical Historical Texts 311, fall; 312, spring. 4 credits each term.

Prerequisite for NES 311: NES 212 or permission of instructor; prerequisite for NES 312: NES 311.
TR 11:40-12:55. R. Kevin Lacey.
Readings in selected literary and historical texts.

330-331 Hieroglyphic Egyptian 330, fall; 331, spring. 4 credits each semester.

TR 1:25-2:40. G. Rendsburg.
An introduction to the language of the hieroglyphic writings of ancient Egypt. Students are introduced to the grammar and script of hieroglyphic Egyptian through the exercises in A. H. Gardiner's *Egyptian Grammar*. We then move to reading selected prose tales such as the "Story of Sinuhe" and "The Shipwrecked Sailor." Knowledge of a Semitic language is helpful but not essential.

[333-334 Elementary Akkadian] 333, fall; 334, spring. 4 credits each term. Prerequisite for NES 334: NES 333 or permission of instructor. Not offered 1988-89.]

[335-336 Readings in Akkadian Texts] 335, fall; 336, spring. 3 credits. Prerequisite: NES 333-334. Not offered 1988-89.]

[337 Ugaritic] Fall. 3 credits. Not offered 1988-89.]

402 Seminar in Hebrew Literature and Poetics Spring. 4 credits. Prerequisites: NES 301 or equivalent and permission of instructor.

M 9:05-11. R. Brann.
A course in the problems and methods of the Hebrew literary tradition from its origins in Israelite antiquity to contemporary Israeli letters. Participants in the seminar will be introduced to the entire field of Hebrew writing. Application of different methodological approaches to selected texts from each period of Hebrew literature.

Archaeology

[243 The History and Archaeology of Ancient Israel to 450 B.C.E.] Spring. 4 credits. Not offered 1988-89.]

[261 Ancient Seafaring (also Archaeology 275)] Fall. 3 credits. Not offered 1988-89.]

[263 Introduction to Biblical History and Archaeology] Summer. 3 credits. Not offered 1988-89.]

[264 Agriculture and Society in the Ancient Near East] Spring. 3 credits. Not offered 1988-89.]

267 Mediterranean Archaeology (also Classics 219) Fall. 3 credits.

TR 10:10-11:25. J. Coleman.

This course will provide a survey of the archaeological foundations of ancient Mediterranean civilization with special focus on contacts and interrelationships in the Bronze Age (ca. 3000-1200 B.C.). Topics to be considered will include the rise of civilization in Egypt; the Bronze Age city-states of Syro-Palestine (e.g., Ebla, Byblos, Ugarit, Megiddo); the Hittites and Bronze Age Anatolia; the Minoans and Mycenaeans and their eastern and western contacts; the role of Cyprus in the Bronze Age; the invention and spread of writing; and ancient shipping and trade. The lectures will be supplemented with invited talks by other scholars.

[361 Interconnections in the Eastern Mediterranean World in Antiquity] Fall. 4 credits. Not offered 1988-89.]

[362 The History and Archaeology of Ebla] Fall. 4 credits. Prerequisite: Archaeology 100 or any introductory course in ancient history or archaeology. Not offered 1988-89.]

364 Introduction to Field Archaeology in Israel Summer. 6 credits.

D. I. Owen.
An introduction to archaeological fieldwork—excavation techniques, pottery analysis, and recording. Materials studied will range from the early Bronze Age to the Roman period. Emphasis also on the role archaeology plays in the reconstruction of biblical history and the various approaches used to achieve that reconstruction. On-site supervision will be supplemented by regular lectures on the history, culture, and literature of the peoples whose remains will be exposed. Requirements include regularly assigned readings and two papers. Graduate credit by special arrangement.

[365 The Divided Monarchy] Fall. 4 credits. Prerequisites: NES 243 or permission of instructor. Not offered 1988-89.]

[366 The History and Archaeology of the Ancient Near East (also Archaeology 310)] Fall. 4 credits. Not offered 1988-89.]

[367 The History and Archaeology of Ancient Egypt] 4 credits. Fall. Not offered 1988-89.]

[461 Seminar in Syro-Palestinian Archaeology: The Israelite Conquest of Canaan] Fall. 4 credits. Not offered 1988-89.]

[463 International Trade, Market, and Politics in the Ancient Near East (also Society for Humanities 425)] Fall. 4 credits. Not offered 1988-89.]

Civilization

197-[198] Introduction to Near Eastern Civilization 197, fall; [198 not offered 1988-89.] 3 credits. Required for all department majors. NES 197 and any other Near Eastern studies course will constitute a sequence to fulfill the distribution requirement in either the social sciences or the humanities, depending on the second course used in combination with 197.

MWF 11:15. R. Brann.
This course is designed to provide an introductory overview of Near Eastern society and culture from ancient to modern times for students with little or no previous training. Lectures will focus on four major periods of Near Eastern history: ancient, biblical, Islamic, and modern. In each historical period we will consider the development of major religious ideas, social and political institutions, economic structures, and literary forms. Readings will be chosen from primary sources in translation and modern secondary materials. In addition, movies, slides, and other visual materials will be used as integral parts of the course.

[229 Introduction to Jewish Mysticism] Fall. 3 credits. Not offered 1988-89.]

[234 Muslims, Christians, and Jews in Islamic Spain: Literature and Society (also Comparative Literature 234)] Spring. 3 credits. Not offered 1988–89.]

241 The Holocaust: The Destruction of European Jewry, 1935–1945 Spring. 3 credits.

TR 10:10–11:25. S. Katz.

A detailed examination of the main historical and ideological elements relevant to an understanding of the Nazis' "war against the Jews." Study of modern anti-Semitism, the Weimar Republic, and Hitler's seizure of power open the course. This will be followed by a close review of Hitler's anti-Jewish policy before 1939; the impact of the world war after 1939; and the successive policies of deportation, ghettoization, and mass murder. Attention will also be given to the moral and theological questions raised by these events.

[241.1. The Holocaust in Historical Perspective] Summer. 3 credits. Not offered 1988–89.]

[247 History of Jewish Textual Interpretation] Spring. 3 credits. Not offered 1988–89.]

[255 Introduction to Islamic Civilization] Spring. 3 credits. Not offered 1988–89.]

293 Judaism and Islam in Comparative Perspective (also Medieval Studies 293) Spring. 3 credits.

MWF 11:15. R. Brann.

A comparative study of the ideas and institutions of Judaism and Islam. The course will examine the common heritage of these two Near Eastern religious civilizations, their parallels and differences, and their influence on one another. To be discussed are the notion of religious community, the nature of religious authority, attitudes toward scripture, the evolution of legal tradition, religious thought, piety and mysticism, and religious ritual.

[297 Beyond the Stereotype: Images of Women in the Middle East] Spring. 3 credits. Not offered 1988–89.]

[343 The Jewish Community throughout History] Spring. 4 credits. Not offered 1988–89.]

[346 Jews of Arab Lands] Fall. 4 credits. Not offered 1988–89.]

357 Islamic Law and Society Fall. 4 credits.

TR 1:25–2:40. D. Powers.

The *Shari'ah*, or sacred law of Islam, embodies the totality of God's commands that regulate the life of every Muslim in all its aspects. The *Shari'ah* comprises, on an equal basis, ordinances regarding worship and ritual as well as political and, in Western terms, strictly legal rules. This course examines the relationship between the *Shari'ah* and the major social, economic, and political institutions of Islamic society. Topics to be discussed will include the status of women, slaves, and non-Muslims; attitudes toward the economy and the arts; the significance of *jihad* (holy war); the nature of the Muslim city; and the relationship between the religious establishment and the government. Attention will be given to the function of the *Shari'ah* in the modern world, with special reference to the problems and challenges of legal reform.

History

[242 Israel: History and Geography] Summer. 10 credits. Not offered 1989.]

[243 History and Archaeology of Ancient Israel to 450 B.C.E.] Spring. 4 credits. Not offered 1988–89. For description see NES 243 under "Near Eastern Archaeology."]

244 Jurisprudence and the Holocaust Fall. 2 credits.

M 9:05–11. N. Sher.

This seminar will trace the history of judicial efforts to bring to justice the perpetrators of the Holocaust. Emphasis will be on the principles established at the

Nuremberg trials, as well as on analysis of measures taken and legal precedent established in Europe, Israel, and the United States to uncover and prosecute alleged Nazi criminals.

[245 The Emergence of the Modern Jew, 1648–1948] Spring. 4 credits. Not offered 1988–89.]

248 Introduction to Classical Jewish History Fall. 3 credits.

TR 10:10–11:25. S. Katz.

A survey of the major developments in Jewish history between the destruction of the first temple in 586 B.C.E. and the rise of Islam. Topics will include the return under Ezra and Nehemiah; the encounter with Hellenism; the Antiochene persecutions; the growth of Roman influence; the rebellion of 70 C.E.; the rise of such Jewish groups as the Sadducees, Pharisees, and Essenes; the conflict with early Christianity; and the nature of rabbinic Judaism.

[249 Introduction to Modern Jewish History] Spring. 3 credits. Not offered 1988–89.]

258 Islamic History, 600–1517 Fall. 3 credits.

TR 2:55–4:10. D. Powers.

A survey of Islamic history from the lifetime of Muhammad to the rise of the Ottomans, with special emphasis on contacts between the Islamic world and the West. Topics to be discussed will include the emergence of Islam as a major world religion; the effect of the Arab conquests on the unity of the Mediterranean; political, cultural, and economic contacts between the Near East and Europe; the crusades; and the Spanish *reconquista*. Readings from primary sources in English translation.

259 The Ottoman Empire from 1517 to 1923

Spring. 3 credits.

MWF 9:05. L. Peirce.

A survey of Ottoman history from the conquest of the Arab lands to the empire's final disintegration. Emphasis will be given to the classical forms of social, political, religious, and economic life; their response to the crisis of the late sixteenth and early seventeenth centuries; and their transformation in the eighteenth and nineteenth centuries under the impact of European military and economic challenge and the penetration of Western social and political ideas. The role of the religious and ethnic minorities (i.e., Jews and Christians) in the Ottoman Empire will be highlighted. Readings will include primary sources in translation.

[261 Ancient Seafaring (also Archaeology 275)] Not offered 1988–89.]

[264 Agriculture and Society in the Ancient Near East] Spring. 3 credits. Not offered 1988–89.]

275/693 Seminar in Jewish Mysticism Fall. 3 credits.

T 2:55–4:10. S. Katz.

This course will study the origins, nature, and development of Jewish mysticism (kabbalah). It will begin with the mystical materials of the rabbinic era and then continue with the important, radical developments of the medieval era, leading up to and culminating in *Zohar*. Finally, the course will examine the unique developments of kabbalah in the sixteenth century, especially in Safed. All readings will be in English.

[277 Seminar in Jewish History] Spring. 3 credits. Not offered 1988–89.]

281 The Harem in Social and Historical Perspective (also Women's Studies 281) Fall. 3 credits.

MWF 9:05. L. Peirce.

This course examines the significance of the harem in the societies of the Islamic Near East. While attention will be paid to female seclusion as it exists today, emphasis will be on the historical development of the harem. Topics to be covered include the place of the harem in the social and religious structure of Islam, social hierarchies and family structure, spatial configurations of female seclusion, female slavery and

its relation to the harem, the contribution of harem women to the history of the Islamic Near East, and images of the harem in Western literature and art. Readings will include memoirs, novels, and poetry drawn from the literature of the Near East (in translation), as well as Western writings.

294 Modern History of the Middle East: Changing Politics, Society, and Ideas (also Government 358)

Fall. 4 credits. Fulfills the college distribution requirement in history or the social sciences.

MWF 2:30–3:20. Y. Olmert.

This introductory course is designed to acquaint students with the main political, social, and cultural trends that have shaped the modern and contemporary history of the Middle East. While discussing developments in the region during the nineteenth and twentieth centuries, the lectures will focus on such themes as modernization, nationalism, Islamic response, and Arab politics in the global and regional contexts. The course does not presuppose the knowledge of Middle Eastern languages.

[349 Anti-Semitism in Germany and the Jewish Response (also German Studies 349)] Spring. 4 credits. Reading knowledge of German helpful, though the basic texts will be read in English. Not offered 1988–89.]

355 Islam and Politics Spring. 4 credits.

W 7:30–9:30 p.m. D. Powers.

This course will provide the historical background and context in which to understand contemporary Islamic politics, describe the roles of Islam in modern Muslim politics, and analyze the major obstacles and issues that attend the establishment of Islamically oriented states and societies. The course will meet in the ILC lounge.

[358 The Islamic Resurgence] Spring. 4 credits. Prerequisite: NES 258 or NES 294. Not offered 1988–89.]

[361 Interconnections in the Eastern Mediterranean World in Antiquity] Fall. 4 credits. Not offered 1988–89.]

[362 The History and Archaeology of Ebla] Not offered 1988–89.]

[365 The Divided Monarchy] Not offered 1988–89.]

[366 Archaeology of the Ancient Near East (also Archaeology 310)] Fall. 4 credits. Not offered 1988–89.]

[367 The History and Archaeology of Ancient Egypt] Fall. 4 credits. Not offered 1988–89.]

397 Topics in the Middle East: Religion and State in the Contemporary Middle East (also Government 352) Spring. 4 credits.

TR 11:40–12:55. Y. Olmert.

The course will analyze the interaction between religion (primarily Islam) and the state in the Middle East in modern times. Among the particular issues studied will be the historical and cultural background; the ideological, social, and political aspects of the encounter; and the role of Islam and rival ideologies in the Middle East. The course will include an historical survey of the situation, an analysis of the situation in several countries as case studies, and a regional overview.

[463 International Trade, Market, and Politics in the Ancient Near East (also Society for the Humanities 425)] Fall. 4 credits. Not offered 1988–89.]

Literature

[155 Classics of the Arabic Literary Tradition] Fall. 4 credits. Not offered 1988–89.]

[207 Modern Hebrew Literature in Translation] Spring. 3 credits. Open to freshmen. Not offered 1988–89.]

[221 Readings in Classical Hebrew Literature: The Art of Biblical Narrative] Fall. 3 credits.

Prerequisite: one year of Hebrew, biblical or modern. May be used as literature to satisfy the humanities distribution requirement. Not offered 1988–89.]

[222 Readings in Classical Hebrew Literature: The Art of Biblical Poetry] Spring. 3 credits. Not offered 1988–89.]**223 Introduction to the Bible** Fall. 3 credits.

T R 10:10–11:25. G. Rendsburg.

This course will survey the main historical, religious, and literary issues raised by a close textual reading of the Hebrew Bible (from Genesis to Deuteronomy). It will be concerned with both situating the Bible in its ancient Near Eastern context as well as with discerning its meaning for contemporary reality. All readings will be in English translation.

[224 Wisdom Literature: An Introduction] Spring. 3 credits. Not offered 1988–89.]**[225 Judaic Literature in Late Antiquity: Dead Sea Scrolls and Sectarian Literature]** Spring. 3 credits. Not offered 1988–89.]**[226 Exodus and Conquest]** Spring. 3 credits. Not offered 1988–89.]**227 Introduction to the Prophets** Spring. 3 credits.

T R 10:10–11:25. G. Rendsburg.

A close study of the prophetic literature of the Bible. The course will emphasize a close reading of the main prophetic books in order to (a) locate them historically, (b) recognize the uniqueness of the different prophetic personalities and their messages, and (c) engage the profound theological and moral issues they pose.

[228 Genesis] Fall. 3 credits. Not offered 1988–89.]**[231 Classics of Hebrew Literature: A Survey of the Hebrew Literary Tradition (also Comparative Literature 231)]** Fall. 3 credits. Not offered 1988–89.]**[233 The Lyrics of Love and Death: Medieval Hebrew Poetry in Translation (also Medieval Studies 233 and Comparative Literature 333)]** Spring. 3 credits. Not offered 1988–89.]**[236 Israel through Its Literature (in Translation)]** Spring. 3 credits. Not offered 1988–89.]**[251 The Modern Arabic Novel]** Spring. 3 credits. Not offered 1988–89.]**[252 Arabian Nights in the East and the West]** Spring. 3 credits. Not offered 1988–89.]**[256 A Quest for Identity: The Arabic Short Story]** Fall. 3 credits. Not offered 1988–89.]**[291 Women in Jewish Literature: Tradition and the Literary Imagination (also Women's Studies 291)]** Spring. 3 credits. Open to Freshmen. Not offered 1988–89.]**[292 Women in the Hebrew Bible (also Women's Studies 292)]** Fall. 3 credits. Open to freshmen. May be used for distribution requirements in the humanities, or for a concentration/major in Jewish studies or women's studies or Near Eastern studies. Not offered 1988–89.]**[303 Seminar in Modern Hebrew Literature: The Short Story]** Fall. 4 credits. Not offered 1988–89.]**[304 Seminar in Modern Hebrew Literature: The Novel]** Spring. 4 credits. Not offered 1988–89.]**313 The Arab Writer and the State** Fall. 4 credits.

W 7:30–9:30 p.m. S. Mehrez.

How have Arab writers participated in the elaboration of a new national consciousness in their countries? What is the relationship between writers and the state? How has the political situation in the Arab countries

conditioned and redefined the modern Arab literary history? What has been the contribution of Arab women to this literary production? This course will explore all such questions through readings of works by Arab writers and intellectuals in English translation. The course will meet in the ILC lounge.

[322 Undergraduate Seminar in Biblical Literature: Prophecy in Ancient Israel] Spring. 4 credits. Not offered 1988–89.]**[332 Ancient Near Eastern Literature]** Spring. 4 credits. Not offered 1988–89.]**[375 The Shtetl in Modern Yiddish Fiction in English Translation (also German Literature 375)]** Fall. 4 credits. Not offered 1988–89.]**[377 The Yiddish Novel (also German Literature 377)]** Spring. 4 credits. Not offered 1988–89.]**409 The Double Identity Crisis: German Jewish Women from Rahel Varnhagen to Hannah Arendt (also German Studies 409, Society for the Humanities 409, and Women's Studies 409)** Fall. 4 credits.

M 12:20–2:15. A. Colin.

Through an analysis of texts by Rahel Varnhagen, Rosa Luxemburg, Else Lasker Schöler, Nelly Sachs, Rose Ausländer, Hannah Arendt, and other German Jewish women, this seminar will explore their diverse attempts to cope with a double identity crisis, internalized prejudices, and religious beliefs and cultural patterns, as well as changing social roles. It will discuss the impact of their fatal double bind on the development of feminist movements in German-speaking countries as well as on German Jewish intellectual history, psychoanalysis, philosophy, and literature.

[420 Readings in the Hebrew Bible] Fall. 4 credits. Prerequisite: one year of Hebrew, biblical or modern. May be repeated for credit. Not offered 1988–89.]**[421 Readings in Biblical Hebrew Poetry]** Fall. 4 credits. Prerequisite: one year of biblical or modern Hebrew. May be repeated for credit. Not offered 1988–89.]**[428 Medieval Biblical Hebrew Exegesis]** Spring. 4 credits. Not offered 1988–89.]**[432 Readings in Judeo-Arabic: Medieval Judeo-Arabic and Hebrew Poetics]** Spring. 4 credits. Prerequisites: Arabic 212, Hebrew 202, or equivalents. Designed for graduate students but open to undergraduates with permission of instructor. Entire sequence may be repeated for credit; readings will vary from year to year. Not offered 1988–89.]**444 The Holocaust Survivor as Author (also German Studies 444/644)** Spring. 4 credits. Reading knowledge of German helpful, but the two major novels are available in English.

M 1:25–3:20. S. L. Gilman, E. Hilsenrath.

The topic this semester will be the novels of the German-American writer Edgar Hilsenrath. Hilsenrath has written three major novels, including the best-selling *The Nazi and the Barber*, on the topic of the Holocaust. His work is unique in that it uses black humor and satire to represent the world of the Holocaust. The seminar will cover the general literature on the writing of the Holocaust and look at the problems of Hilsenrath's work in the light of contemporary criticism (Langer, Des Pres, Steiner). Hilsenrath will take part in the seminar for the month of April, during which additional informal meetings with him will be arranged.

[451 Racism, Resistance, and Contestation: Francophone North African Literature (also Society for the Humanities 423)] Fall. 3 credits. Prerequisite: knowledge of French. Not offered 1988–89.]**Special Topics and Independent Study****[341–342 Special Topics in Near Eastern Studies]** 4 credits. Limited to 25 students; preference will be determined by class standing and prior enrollment in Near Eastern Studies. Not offered 1988–89.]**491–492 Independent Study, Undergraduate Level** Fall or spring. Variable credit. Prerequisite: permission of instructor. Staff.**499 Honors Seminar: Independent Study** Fall or spring. Variable credit. Prerequisite: permission of instructor. Staff.**691–692 Independent Study, Graduate Level** Fall or spring. Variable credit. Prerequisite: permission of instructor. Staff.**693 Seminar in Jewish Mysticism** Fall. 3 credits. For description, see NES 275.**Related Courses in Other Departments****Archaeology****Introduction to Archaeology (Archaeology 100)****Introduction to Archaeology (Archaeology 101)****Popular Archaeology (Archaeology 107)****Early People (Archaeology 203)****Practical Archaeology (Archaeology 306 and Classics 356)****[Stone Age Archaeology (Archaeology 317)]** Not offered 1988–89.]**[Archaeological Research Design (Archaeology 401)]** Not offered 1988–89.]**Approaches to Archaeology (Archaeology 404)****[Bronze Age Archaeology: Graduate (Classics 629)]** Not offered 1988–89.]**Economics, Government, and Sociology****Comparative Economics (Economics 368)****Eastern Europe Today (Government 326)** Fall.**Government and Politics of the Soviet Union (Government 333)** Fall.**The Ethnic Dimensions in Politics (Government 336)** Spring.**Politics of the Military (Government 349)** Spring.**[Comparative Revolutions (Government 350)]** Not offered 1988–89.]**[America in the World Economy (Government 354)]** Not offered 1988–89.]**[Theories of International Relations (Government 383)]** Not offered 1988–89.]**[Contemporary American Foreign Policy (Government 385)]** Not offered 1988–89.]**Sociology of War and Peace (Sociology 310)****History****Russian History since 1800 (History 253)** Spring.**History of American Foreign Policy (History 314)** Spring.

Survey of German History (History 358) Spring.

[Church and State During the Middle Ages (History 367) Not offered 1988–89.]

[Europe in the Twentieth Century (History 383–384) Not offered 1988–89.]

[Jewish Workers in Europe and America (Industrial and Labor Relations 381) Not offered 1988–89.]

Literature

Christianity and Judaism (Comparative Literature 326)

Literature of the Old Testament (Comparative Literature 328)

Old Testament Seminar (Comparative Literature 421)

[New Testament Seminar (Comparative Literature 426) Not offered 1988–89.]

[Seminar on Biblical Law (Comparative Literature 427) Not offered 1988–89.]

Readings in the New Testament (Comparative Literature 429)

Nepali

See Modern Languages, Literatures, and Linguistics.

Philosophy

N. L. Sturgeon, chairman; K. A. Appiah, R. N. Boyd, G. Fine, C. A. Ginet, H. Hodes, T. H. Irwin, J. Jarrett, N. Kretzmann, D. Lyons, R. W. Miller, S. Shoemaker, M. Wachsberg, A. W. Wood

The study of philosophy provides students with an opportunity to become familiar with some of the ideas and texts in the history of thought while developing analytical skills that are valuable in practical as well as academic affairs. It affords the excitement and satisfaction that come from understanding and working toward solutions of intellectual problems. The curriculum includes offerings in the history of philosophy, logic, philosophy of science, ethics, social and political philosophy, metaphysics, and theory of knowledge. Any philosophy course numbered in the 100s or 200s is suitable for beginning study in the field. Sections of Philosophy 100 are part of the freshman writing seminar program; they are taught by various members of the staff on a variety of philosophical topics, and because of their small size (seventeen students at most) they provide ample opportunity for discussion. Students who want a broad introduction to philosophy may take Philosophy 101, but many students with special interests may find that the best introduction to philosophy is a 200-level course in some particular area of philosophy; such courses have no prerequisites and are usually open to freshmen.

The Major

Students expecting to major in philosophy should begin their study of it in their freshman or sophomore year. Admission to the major is granted by the director of undergraduate studies of the department on the basis of a student's work during the first two years. Eight philosophy courses are required for the major. They must include at least one course in ancient philosophy (Philosophy 210 or 211, or a course with a large component on Plato or Aristotle), at least one course in classical modern metaphysics and epistemology (Philosophy 212 or a course on the empiricists, the rationalists, or Kant), and a minimum of three courses numbered above 300, at least one of which must be numbered above 400 (and be other than 490). A

course in formal logic (e.g., Philosophy 231), while not required, is especially recommended for majors or prospective majors.

Philosophy majors must also complete at least 8 credits of course work in related subjects approved by their major advisers. Occasionally majors may serve as teaching or research aides, working with faculty members familiar with their work.

Honors. A candidate for honors in philosophy must be a philosophy major with an average of B – or better for all work in the College of Arts and Sciences and an average of B or better for all work in philosophy. In either or both terms of the senior year a candidate for honors enrolls in Philosophy 490 and undertakes research leading to the writing of an honors essay by the end of the final term. Honors students normally need to take Philosophy 490 both terms of their senior year in order to write a satisfactory honors essay. Prospective candidates should apply at the philosophy department office, 218 Goldwin Smith Hall.

Fees

In some courses there may be a small fee for photocopying materials to be handed out to students.

Introductory Courses

These courses have no prerequisites; all are open to freshmen.

100 Freshman Seminar in Philosophy Fall or spring. 3 credits.

Fall: M W F 9:05, 10:10, 11:15, 12:20, staff; T R 10:10–11:25, S. Shoemaker; 11:40–12:55, G. Ginet; 1:25, staff. Spring: M W F 9:05, staff; 10:10, H. Hodes; 11:15, J. Jarrett; T R 10:10–11:25, 11:40–12:55, 1:25–2:40, staff.

101 Introduction to Philosophy Fall or spring. 3 credits.

Fall: M W F 1:25, A. Appiah.

The course aims to give a preliminary answer to the question "What is philosophy?" But rather than addressing this question head on, we will begin with some examples of philosophical work. We will consider key issues about seven central topics: mind, knowledge, language and logic, science, morality, politics, and law. At the end of the course we will ask what we have learned about the distinctive style of philosophical thought. Students will be better able to see how philosophy fits into our culture when they have a feel for how philosophers argue and what they argue about. Two lectures and one section per week.

Spring: M W F 1:25, K. Olson.

This course will deal with several of the main problems of philosophy, including the existence of God, our knowledge of the external world, and the mind-body problem. The readings will consist mainly of selections from such perennially important philosophers as Descartes, Berkeley, and Hume.

[131 Logic: Evidence and Argument 3 credits. Not offered 1988–89.]

201 Philosophical Problems Fall. 4 credits. M W F 9:05, C. Ginet.

This course will discuss most, and maybe all, of the following well-known puzzles: Zeno's paradoxes of motion (the Racecourse, the Arrow, the Stadium), Zeno's paradox of plurality, the paradox of the heap, the paradox of the liar, the paradox of the surprise examination, the prisoner's dilemma, and Newcomb's problem. These puzzles present us with reasoning that is paradoxical in the sense that although it may seem clear that there must be something wrong with the reasoning, it is not easy to say what it is. Besides being an intriguing exercise in itself, studying such puzzles can show interesting and important things about some of our basic concepts such as those of space, time, motion, truth, knowledge, rational choice, and causation.

[210 Ancient Thought Fall. 4 credits. Not offered 1988–89.]

211 Ancient Philosophy Fall. 4 credits. T R 10:10–11:25, G. Fine.

An introduction to ancient Greek and Roman thought: the pre-Socratics; Socrates and Plato; Aristotle; and the Stoics, Epicureans, and Skeptics. Topics to be considered include the following: the nature of reality, the nature and limits of knowledge and of sense-perception, justice and happiness, the good man and the good life for man, the nature of the soul, the nature of divinity, and free will.

212 Modern Philosophy Spring. 4 credits. T R 1:25–2:40, G. Fine.

A survey of major philosophical problems in metaphysics and the theory of knowledge in seventeenth- and eighteenth-century European philosophy. Readings from Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, and Kant.

213 Existentialism Fall. 4 credits. T R 11:40–12:55, A. Wood.

A study of selected writings, literary as well as philosophical, of four major existentialist thinkers in the nineteenth and twentieth centuries: Kierkegaard, Dostoyevsky, Nietzsche, and Sartre.

[214 Philosophical Issues in Christian Thought 4 credits. Not offered 1988–89.]

[215 Medieval Philosophy 4 credits. Not offered 1988–89.]

231 Introduction to Formal Logic 4 credits.

Fall: M W F 10:10, J. Jarrett; spring: M W F 10:10, G. Ginet.

Analysis and evaluation of deductive reasoning in terms of formalized languages. The logic of sentences, predicates, and quantifiers. (This course, rather than Philosophy 331, is the recommended introductory formal logic course.)

241 Ethics Spring. 4 credits.

M W F 1:25, T. H. Irwin.

Introduction to the philosophical study of major ethical questions: Are all values relative, or are there some objective values? Can ethics be a science? Is human nature inevitably selfish? Have we ever any good reasons to care about the interests of other people? When, if ever, does the end justify the means? Why should we care about morality anyway? The course discusses these general theoretical issues and also practical moral problems, especially questions of life and death (e.g., war, abortion, euthanasia), and dilemmas about justice (e.g., equality of opportunity and reverse discrimination). Readings from classic ethical writers (e.g., Plato, Kant, Mill, Nietzsche, Sartre) and from contemporary sources.

[242 Social and Political Theory 4 credits. Not offered 1988–89.]

243 Aesthetics Fall. 4 credits.

T R 11:40–12:55, N. Carroll.

This course is an introduction to the basic questions in the philosophy of art, including: What is art? What is aesthetic experience? What is representation? What is expression? and What is interpretation? Readings will include works by Plato, Aristotle, Hume, Kant, and Collingwood, as well as by a selection of numerous contemporary writers.

[244 Philosophy and Literature 4 credits. Not offered 1988–89.]

245 Ethics and Medicine (also Biological Sciences 205 and Biological Sciences 205) Fall. 4 credits. Limited to 80 students. (30 under philosophy, 25 under biology and society, and 25 under biological sciences). Registered students not attending the first week will be dropped from the course. Open to sophomores, juniors, and seniors; permission of instructor required for graduate students.

Lecs, T R 10:10–11:25; disc, 50 minutes each week to be arranged. M. Wachsberg. Critical analysis of the conceptual frameworks in which ethical problems associated with medicine can be formulated and solutions evaluated. General topics

(with sample issues indicated in parentheses) include knowledge in ethics (ethical scepticism, ethical relativism); proper social allocation of resources for, and within, medicine (entitlement to health care, access to scarce medical resources, cost-benefit analysis); the proper account of basic concepts such as illness, death, autonomy, and personhood (abortion, euthanasia, procreative technologies); and the professional-patient relationship (informed consent, confidentiality, medical paternalism). Note: a more detailed description of this course is available in the philosophy department office.

246 Environmental Ethics (also Biology and Society 206 and Biological Sciences 206) Spring. 4 credits. Open to all undergraduates. Permission of instructor required for graduate students.

Lecs, T R 10:10–11:25; disc, 50 minutes each week to be arranged. M. Wachsberg.

Critical analysis of the conceptual frameworks in which policies affecting the environment are formulated and judged. An introductory section of the course discusses the nature of ethics and the possibility of knowledge in ethics. The first major substantive component of the course deals with the nature and extent of individual and social obligations to spatially distant people, future generations, nonhuman animals, and nonsentient things (e.g., the ecosystem). The second major component of the course deals with the appropriate analysis of the origin of environmental problems and the range of options for their solution. Topics include individual vs. collective goods, cost-benefit analysis, and coordination problems. Note: a more detailed description of the course is available in the philosophy department office.

247 Ethics and Public Life Fall. 4 credits.

T R 1:25–2:40. H. Shue.
An exploration of alternative accounts of human responsibility. What are our responsibilities now under a system of nuclear deterrence that this generation did not create and under a system of international agriculture that regularly allows malnutrition? In general, beyond obligations to intimates and friends, what are our responsibilities toward strangers, including contemporary foreigners, future generations, and endanger nonhuman species? How important should political considerations like national security and national interest be in decisions about policies toward distant places, distant times, and distant species?

[261 Knowledge and Reality] Fall. 4 credits. Not offered 1988–89.]

262 Philosophy of Mind Spring. 4 credits.

M W F 11:15. S. Shoemaker.
This course will serve as an introduction to philosophy through a consideration of philosophical issues about the nature of mind. Central to the course will be the mind-body problem; here we will be concerned with the question of whether there is a mind (or soul or self) that is distinct from the body and how thought, feelings, sensations, etc., are related to states of the brain and body. Other issues will include knowledge of other minds (how do we know that other human beings are not mindless automata?), the nature of self-consciousness (how do we know about our own mental states?), the nature of mental representation (how can states of a mind be "about" things and a state of affairs outside it?), and the nature of personal identity (what makes someone existing now and someone existing a year ago one and the same person?). Written work for the course will consist of several short papers.

263 Religion and Reason Spring. 4 credits.

T R 10:10–11:25. N. Kretzmann.
Recent and traditional literature will be taken into account in the examination of such topics as evidence for and against the existence of a god, philosophical problems associated with the attributes of God as described in the great monotheistic religions, and philosophical problems associated with the relationship of God to the physical universe and to human beings.

286 Science and Human Nature Fall. 4 credits.

M W F 11:15. R. Boyd, N. Sturgeon.
An examination of attempts in the biological and social

sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena. Topic for 1988–89: Darwin, social Darwinism, and sociobiology.

Intermediate Courses

Some of these courses have prerequisites.

309 Plato Fall. 4 credits. Prerequisite: at least one previous course in philosophy.

T R 1:25–2:40. G. Fine.
A systematic survey of most of Plato's dialogues. The focus is on metaphysics and epistemology, but some attention will also be paid to ethical theory.

310 Aristotle Spring. 4 credits.

T R 2:55–4:10. T. Irwin.
Aristotle's main doctrines and the problems they raise for a contemporary philosopher. Language and reality; scientific method and the structure of scientific knowledge; matter, form, and substance; essence and accident; philosophy of nature and the understanding of living organisms; mechanism and purpose; time and change; soul and body.

[311 Modern Rationalism] 4 credits. Not offered 1988–89.]

312 Modern Empiricism Spring. 4 credits.

M W F 9:05. N. Sturgeon.
Locke, Berkeley, and Hume. Substance, causality, and necessity; meaning; and the possibility of scientific and moral knowledge. Historical and critical emphasis with some illustrations of influences on more-recent empiricist theories.

[314 Topics in Ancient Philosophy] 4 credits. Not offered 1988–89.]

[315 Special Topics in the History of Philosophy] 4 credits. Not offered 1988–89.]

316 Kant Fall. 4 credits.

T R 10:10–11:25. A. Wood.
Introduction to Kant's main doctrines in metaphysics, theory of knowledge, and ethics. Topics include the possibility of nonempirical knowledge, the nature of space and time and our knowledge of them, proof of the existence of an objective world, why events must have causes, determinism and the possibility of free will, and the basis of morality.

317 Hegel Spring. 4 credits.

T R 11:40–12:55. A. Wood.
An introduction to Hegel's philosophical method, concentrating on its application to issues of ethics and political philosophy in *The Philosophy of Right* (1821).

318 Twentieth-Century Philosophy Spring. 4 credits.

M W F 2:30. S. Shoemaker.
This course will be devoted to the work of two major twentieth-century philosophers: Bertrand Russell and Willard van Orman Quine. In the first half of the course we will read Russell's *The Problems of Philosophy*, his *Lectures on Logical Atomism*, and some of the essays in *Mysticism and Logic*. Here we will be concerned with Russell's logical, metaphysical, and epistemological views and the complex relations between them. The second half of the course will be devoted mainly to Quine's major work *Word and Object* and the extremely influential semantic, logical, and metaphysical ideas contained in it. Written work for the course will consist of two papers, one on Russell and one on Quine.

319 Philosophy of Marx Spring. 4 credits.

T R 10:10–11:25. A. Wood.
A study of the philosophical aspects of Karl Marx's thought. Readings will include (in whole or part): *Economical and Philosophical Manuscripts of 1844*, *The German Ideology*, *The Communist Manifesto*, and *Capital*. Among the topics we will cover are Marx's conception of alienation and human self-actualization, the materialist conception of history, revolutionary

practice and its relation to conceptions of morality and right, and the philosophical foundations of Marx's economic theory.

331 Formal Logic Spring. 4 credits. Prerequisite: Philosophy 231 or equivalent.

M W F 11:15. H. Hodes.
Review of derivations and other material covered in 231; basic set theory; truth in a model and the semantic definitions of consequence, validity, equivalence, and other logic concepts; and the soundness and completeness of a natural-deduction formalization of elementary logic. Further topics will be covered if time permits.

[332 Semantics] Fall. 4 credits. Not offered 1988–89.]

341 Ethical Theory Spring. 4 credits.

T R 1:25–2:40. T. Irwin.
Topic for 1988–89: Kantian moral theory and its critics. Reading from Kant, Hegel, Schopenhauer, Bradley, Rawls, and Williams.

342 Law, Society, and Morality (also Law 666) Spring. 4 credits.

T R 2:55–4:10. D. Lyons.
An examination of theories about the nature of law, many of which emphasize its relations to morality: law as divine commands, commands of an earthly sovereign, the exercise of power by the state, a species of rule-governed social behavior, and a system of moral relations. Readings from Aquinas, Bentham, Austin, Gray, Holmes, Hart, Dworkin, and others.

[344 History of Ethics—Ancient and Medieval] 4 credits. Not offered 1988–89.]

[345 History of Ethics—Modern] Philosophy 344 is not prerequisite for 345. Not offered 1988–89.]

[346 Contemporary Political Philosophy] Not offered 1988–89.]

361 Metaphysics and Epistemology Fall. 4 credits.

M W F 10:10. A. Appiah.
The course will focus on three important questions about knowledge. What is it to know something? What sorts of things can be known—in particular, is there such a thing as moral knowledge? Is what we know—either about scientific or moral questions—relative to our own personal or cultural presuppositions?

363 Topics in the Philosophy of Religion Spring. 4 credits.

T R 1:25–2:40. N. Kretzmann.
A detailed analysis and appraisal of a wide spectrum of current work in the field, arranged systematically by topics, including metaphysical, epistemological, and ethical issues in contemporary philosophy of religion.

381 Philosophy of Science: Knowledge and Objectivity Fall. 4 credits.

M 7–9:30 p.m. R. Boyd.
An examination of central epistemological and metaphysical issues raised by scientific theorizing: the nature of evidence; scientific objectivity; the nature of theories, models, and paradigms; and the character of scientific revolutions. In addition to the contemporary literature in the philosophy of science, readings are also drawn from the history of science and from the works of classical modern philosophers such as Locke, Hume, and Descartes.

[382 Philosophy and Psychology] 4 credits. Not offered 1988–89.]

[383 Philosophy of Choice and Decision] 4 credits. Not offered 1988–89.]

384 Philosophy of Physics Spring. 4 credits.

T R 11:40–12:55. J. Jarrett.
An introduction to issues arising in a philosophical examination of modern physical science. Relevant aspects of classical statistical mechanics, relativity theory, and quantum mechanics will be considered in

connection with such topics as microphysical indeterminateness, probabilistic laws, causality, the direction of time, action-at-a-distance, and scientific explanation.

[387 Philosophy of Mathematics] 4 credits. Not offered 1988–89.]

[388 Social Theory] 4 credits. Not offered 1988–89.]

[389 Philosophy of Science: Evidence and Explanation] 4 credits. Not offered 1988–89.]

390 Informal Study Fall or spring. Credit to be arranged.
Staff.

To be taken only in exceptional circumstances. Must be arranged by the student with his or her adviser and the faculty member who has agreed to direct the study.

Advanced Courses and Seminars

These courses are offered primarily for majors and graduate students.

[395 Majors Seminar] 4 credits. Not offered 1988–89.]

410 Medieval Latin Philosophical Texts Variable credit. Fall or spring. Prerequisite: knowledge of Latin and permission of instructor.

Hours to be arranged. N. Kretzmann.
Reading of medieval Latin philosophical texts in the original.

411 Greek Philosophical Texts (also Classics 311) Variable credit. Fall or spring. Prerequisite: knowledge of Greek and permission of instructor.

Hours to be arranged. T. Irwin.
Reading of Greek philosophical texts in the original.

[412 Medieval Philosophy] 4 credits. Not offered 1988–89.]

[413 Plato and Aristotle] 4 credits. Not offered 1988–89.]

[414 German Philosophy after Kant] 4 credits. Not offered 1988–89.]

[431 Deductive Logic] 4 credits. Not offered 1988–89.]

[433 Philosophy of Logic] 4 credits. Not offered 1988–89.]

[436 Intensional Logic] 4 credits. Not offered 1988–89.]

437 Problems in the Philosophy of Language Fall. 4 credits.

T R 2:55–4:10. K. Olson.
Topics to be announced.

441 Contemporary Ethical Theory Fall. 4 credits.
M W F 9:05. N. Sturgeon.
Topic for 1988–89: moral realism and its critics.

442 Ethics and the Philosophy of Mind Fall. 4 credits.

T R 1:25–2:40. M. Wachsberg.
A study of the relationship between views about the nature of persons (via a discussion of personal identity), the rationality of self-interest, and the appropriate province of ethics.

443 Topics in Aesthetics Spring. 4 credits.
M 4:15–6:15. N. Carroll.

This course will begin by reviewing some of the major philosophies of art that have been developed by Anglo-American writers since the Second World War. We will explore the systematic writings on art of such thinkers as Beardsley, Goodman, Danto, and Wolterstorff. Time will also be devoted to discussing recent developments in the debates concerning the nature of pictorial representation, of fiction, and of musical expression.

[444 Contemporary Legal Theory (also Law 710)] 4 credits. Not offered 1988–89.]

446 Topics in Social and Political Philosophy Spring. 4 credits.

T 4:15–6:15. M. Wachsberg.
Topic for 1988–89: the place of children in contemporary ethics and political philosophy.

461 Metaphysics Spring. 4 credits.
M W F 10:10. A. Appiah.

Discussions of philosophical issues, especially about rationality, raised by the ethnography of African traditional thought.

[481 Problems in the Philosophy of Science] 4 credits. Not offered 1988–89.]

490 Special Studies in Philosophy Fall or spring. 4 credits. Open only to honors students in their senior year.

Staff.

611 Ancient Philosophy Fall. 4 credits.

M 4:15–6:15. T. Irwin.
Topic for 1988–89: Aristotle and stoic ethics.

[612 Medieval Philosophy] 4 credits. Not offered 1988–89.]

[613 Modern Philosophers] 4 credits. Not offered 1988–89.]

[619 History of Philosophy] 4 credits. Not offered 1988–89.]

[631 Logic] 4 credits. Not offered 1988–89.]

[633 Philosophy of Language] 4 credits. Not offered 1988–89.]

641 Ethics and Value Theory Spring. 4 credits.
W 4:15–6:15. H. Shue.

Can ethics be practical? A significant portion of recent work in ethics has attempted to take a practical turn by applying philosophical methods to concrete problems ranging from abortion to nuclear deterrence. This seminar will critically examine the nature and value of the best instances of this approach. Is some distinctive method—perhaps a new approach to the incorporation of empirical considerations into arguments—in use? Does this trend represent a return to pre-analytic forms of ethical reasoning? New or old, can it be good philosophy? Can it provide guidance about the dilemmas discussed? Can it be good philosophy and provide practical guidance at the same time?

661 Theory of Knowledge Spring. 4 credits.
R 4:15–6:15. C. Ginet.

Topic: Alvin Goldman's book *Epistemology and Cognition*.

[662 Philosophy of Mind] 4 credits. Not offered 1988–89.]

664 Metaphysics Fall. 4 credits.

R 4:15–6:15. S. Shoemaker.
This seminar will deal with the nature of consciousness. It will probably be organized around William Lycan's recent book *Consciousness*, but the reading will by no means be limited to that. Topics will include the nature of our knowledge of our own mental states, the nature of sensations and perceptual experiences (we will look at "phenomenal object" and "adverbial" accounts of these and the difficulties that face each), the existence and nature of qualia (here we will look at arguments of Thomas Nagel and Frank Jackson that purport to show that the existence of qualia refutes physicalism, the issue of "spectrum inversion" and the functional definability of qualia, and Daniel Dennett's attempt to "quene," i.e., deny the existence of qualia), and the status (in particular, the alleged mind-dependence) of "secondary qualities" such as colors. Written work for the course will consist of a substantial term paper in two drafts.

[665 Metaphysics] 4 credits. Not offered 1988–89.]

681 Philosophy of Science Fall. 4 credits.

T 4:15–6:15. J. Jarrett.
Topic for 1988–89: questions concerning the conceptual foundations of twentieth-century physics. Special attention to be given to analyses of quantum mechanical nonlocality and the measurement problem.

[682 Philosophy of Social Science] 4 credits. Not offered 1988–89.]

700 Informal Study Fall or spring. Credit to be arranged.

Staff.
To be taken by graduate students only in exceptional circumstances and by arrangement made by the student with his or her Special Committee and the faculty member who has agreed to direct the study.

773 Proseminar in Cognitive Studies (also Psychology 773 and Cognitive Studies 773) Fall. 2 credits.

R 1:25–2:55. Staff (faculty from the Cognitive Studies program representing the fields of psychology and philosophy).

Related Courses in Other Departments

Medieval Studies 301 The World of Thomas Aquinas Fall.

Medieval Studies 302 Boethius and Dante Spring.

Medieval Studies 601 Aquinas and Boethius Spring.

Theatre Arts 476 Philosophical Problems of Classical Film Spring.

Theatre Arts 654 Topics in Recent Film Theory Fall.

Physics

D. B. Fitch, chairman and director of undergraduate studies (109 Clark Hall, 255-6016); V. Ambegaokar, N. W. Ashcroft, K. Berkelman, D. G. Cassel, G. V. Chester, B. Cooper, R. M. Cotts, P. Drell, V. Elser, M. E. Fisher, C. P. Franck, R. Galik, B. Gittelmann, K. Gottfried, L. N. Hand, D. L. Hartill, W. Ho, D. F. Holcomb, H. Kawai, T. Kinoshita, H. Kragh, J. A. Krumhansl, D. M. Lee, G. P. Lepage, R. M. Littauer, N. D. Mermin, N. Mistry, J. Orear, J. M. Parpia, R. O. Pohl, J. D. Reppy, R. C. Richardson, D. L. Rubin, E. E. Salpeter, J. P. Sethna, S. L. Shapiro, R. H. Siemann, A. J. Sievers, E. Siggia, R. H. Silsbee, A. Silverman, P. C. Stein, S. L. Stone, R. M. Talman, M. P. Teter, S. A. Teukolsky, R. Thorne, M. Tigner, H. Tye, J. W. Wilkins, K. G. Wilson, T. M. Yan, D. R. Yennie

The Department of Physics offers a full range of university-level work in physics, from general education courses for nonscientists to Ph.D.-level independent research. Major research facilities are operated by two component organizations, the Laboratory of Atomic and Solid State Physics (LASSP) and the Laboratory of Nuclear Studies (LNS). LASSP carries out extensive research efforts in condensed-matter physics and in low-temperature physics. LNS operates a major high-energy particle physics research facility at Wilson Laboratory, the Cornell electron-positron storage ring, called CESR. Theoretical work is carried out in many fields of physics, including astrophysics. There is a full schedule of weekly research-oriented seminars and colloquia. Junior and senior students will find many opportunities for research participation and summer jobs.

Three introductory physics sequences are open to freshmen: 101–102, 112–213–214–315, and 207–208. In addition, there is a cluster of general-education courses, Physics 201 through 206. Physics 101–102, a

self-paced autotutorial course, is designed for students who do not intend to take further physics courses and who do not have preparation in calculus. Physics 112 and 207 both require calculus (Mathematics 191 or 111), and additional mathematics is required for subsequent courses in sequence. Physics 101–102 or 207–208 may be taken as terminal physics courses. The three- (or four-) term sequence 112–213–214 (–315) or 116–217–218 (–315) is recommended for engineers and physics majors.

Courses beyond the introductory level that might be of interest to nonmajors include Physics 315, Phenomena of Microphysics; Physics 330, Modern Experimental Optics; and Physics 360, Electronic Circuits.

Advanced placement and credit are offered as outlined in "Advanced Placement of Freshmen," or students may consult Professor Cotts, 522 Clark Hall. Transfer students requesting credit for physics courses taken at another college should consult the department office.

The Major

Various options permit the student to concentrate heavily on physics or to take less physics and pursue an accompanying constellation of courses in a related area. Those desiring a physics concentration as preparation for professional or graduate work should complete Physics 112–213–214 or 116–217–218, and, if possible, 315 by the end of the sophomore year. A basic preparation for a less intensive physics program may include Physics 112–213–214 or 207–208–214. In either case, it is necessary to complete a concurrent sequence of mathematics courses.

Mathematics 191–192–293–294 are usually recommended, except for students especially interested in continuing the study of mathematics, for whom Mathematics 111–122–221–222 (or equivalent) may be preferred.

Prospective majors are urged to make an early appointment at the physics office for advice in planning their programs. Acceptance into the major is normally granted after completion of a year of physics and mathematics at Cornell with grades of B– or better. The student should propose a tentative plan for completing his or her graduation requirements as well as those for the major. The plan may change from time to time, but it must be approved by the major adviser. The major requirements have two components—a core and concentration. Core requirements for the major include:

- 1) Physics 112–213–214 or 116–217–218 or 207–208–214.
- 2) an intermediate physics course in each of four areas: (a) mechanics—Physics 318 or 431, (b) electricity and magnetism—Physics 325 or 432, (c) modern physics—Physics 315 or 443, and (d) laboratory physics—Physics 310 (when not taken as substitute for laboratory work in 214 or 218), 330, 360, or 410.

Mathematics courses prerequisite for these physics courses are also necessary. The choice of core is influenced by the intended concentration. For a concentration in physics, Physics 116–217–218 (or 112–213–214), 315, 318, 325, and any 300-level laboratory course is appropriate, while for concentrations outside physics, part (2) of the core might consist of, for example, Physics 315, 360, 431, 432.

The concentration reflects the student's interest in some area related to physics; the array of courses must have internal coherence and be approved by the major adviser. The concentration must include at least 15 credits, with at least 8 credits in courses numbered above 300. Students have chosen to concentrate in such topics as physics, biophysics, chemical physics, astrophysics; geophysics; natural sciences; history and philosophy of science; computational physics; or physics with economics or business. A combined biology–chemistry concentration is recommended for premedical students or those who wish to prepare for work in biophysics. The concentration in natural science is particularly appropriate for teacher preparation.

The concentration in physics is recommended as preparation for professional or graduate work in physics or a closely related discipline. Twelve of the 15 concentration credits must be selected from physics courses numbered above 300 (in addition to those selected for part (2) of the core); Physics 410 must be included within those twelve. The following courses are strongly recommended: Physics 341, 443; Mathematics 421, 422, and 423; and at least one of Physics 444, 454, Applied and Engineering Physics 401, 434, Astronomy 431, 432, or Geological Sciences 388.

Foreign language requirement. Students interested in eventual graduate work in physics are advised to meet this requirement with French, German, or Russian.

Honors. A student may be granted honors in physics upon the recommendation of the Physics Advisers Committee of the physics faculty.

Double majors. Double majors with physics are possible and not at all uncommon. However, if a student plans to complete a major in physics as well as majors in one or more other subjects, then the set of courses used to satisfy the physics major must be completely different from the set or sets used to satisfy the other major(s).

Distribution Requirement

The requirement in physical sciences is met by any two sequential courses such as Physics 101–102 or 207–208 or 112–213 or any combination of the first term of one sequence and the second term of another. It is also met by any two general education courses from the group 201–206 or by a combination of 101 or 112 or 207 with 203, 204, 205, or 206.

Courses with Overlapping Content

Because the department offers several courses with overlapping content, students should select courses carefully to meet the needs of their academic programs and to ensure credit for each course they take. Listed below are groups of courses with similar content. In general, students may receive credit for only one of the courses in each group.

Physics 101, 112, and 207
Physics 102 and 208
Physics 112, 116, and 207
Physics 208, 213, and 217
Physics 201 if preceded by 101 or 102
Physics 202 if preceded by 101 or 102

Course Prerequisites

Prerequisites are specified in physics course descriptions to illustrate the materials that students should have mastered. Students who wish to plan programs different from those suggested by the prerequisite ordering are urged to discuss their preparation and background with a physics adviser or with the instructor in the course. In many cases an appropriate individual program can be worked out without exact adherence to the stated prerequisites.

Courses

101–102 General Physics 101, fall; 102, spring (101–102 also normally offered in summer.) 4 credits each term. Prerequisites: three years of high school mathematics, including some trigonometry. Prerequisite for Physics 102: Physics 101 or 112 or 207. Includes more modern physics and less mathematical analysis than Physics 207–208 but more mathematics than 201–206. (Students planning to major in a physical science should elect Physics 207–208 or 112–213–214.) A mostly self-paced, mastery-oriented autotutorial format; students work in a learning center at hours of their choice. Repeated tests on each unit are given until mastery is demonstrated.

One opening lecture 7:30 p.m., R Aug. 25 or M Aug. 29 (fall); M Jan. 23 (spring). D. B. Fitchen, > B. Richardson.

Basic principles treated quantitatively but without calculus. Major topics for 101: kinematics; gravitational and electric forces and fields; momentum, angular

momentum, energy; thermal physics, fluid mechanics; sound waves. For 102: electricity and magnetism, optics, relativity; quantum physics, particle structure of matter. Laboratory emphasizes instrumentation, measurement, and interpretation of data. Text: *Principles of Physics*, by Frank J. Blatt.

112 Physics I: Mechanics and Heat Fall or spring (normally also offered in summer). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisite: coregistration in Mathematics 192 (or 194 or 112) or substantial previous contact with introductory calculus, combined with coregistration in Mathematics 191 or 111.

Lecs, M W F 10:10 or 12:20; 2 recs each week; four 3-hour labs. Evening exams: fall, Sept. 22, Oct. 20, Nov. 29; spring, Feb. 16, Mar. 16, Apr. 13. Fall, D. Holcomb; spring, R. Siemann.

Mechanics of particles: kinematics, dynamics, conservation laws, central force fields, periodic motion. Mechanics of many-particle systems: center of mass, rotational mechanics of a rigid body, static equilibrium. Introduction to thermodynamics. At the level of *Fundamentals of Physics*, extended version, by Halliday and Resnick.

116 Physics I: Mechanics and Heat Fall or spring. 4 credits. A more analytic version of Physics 112, intended for students who will be comfortable with a deeper, somewhat more abstract approach. (Intended mainly but not exclusively for prospective physics majors.) Prerequisites: a good secondary school physics course and familiarity with basic calculus. Corrective transfers between Physics 116 and Physics 112 (in either direction) are encouraged during the first few weeks of instruction.

Lecs, M W F 10:10; 2 recs each week; one 3-hour lab alternate weeks. Evening exams may be scheduled. Fall, R. Littauer; spring, D. Cassel.

A more rigorous version of Physics 112, covering similar topics at the level of *An Introduction to Mechanics*, by Kleppner and Kolenkow.

201 Why the Sky Is Blue: Aspects of the Physical World Fall. 3 credits.

Lec, T R 2:55–4:10; rec, W 3:35–4:25. A. Sadoff. This is a descriptive physics course aimed specifically at the non–science student. There is an emphasis on the ideas of modern physics where the approach is both historical and thematic. The methodology of science and the nature of evidence is emphasized. An overriding theme is the character of physical laws as shown through the great principles of symmetry and conservation. While there are a few computational problems assigned, the purpose is to help students to understand the concepts rather than to master problem-solving techniques.

[203 The Physics of Space Exploration and of Astronomy Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school mathematics. Not offered 1988–89.

Lec, M W F 2:30; disc, W 3:35.

The principles of physics (plus simple mathematics) are applied to gain knowledge about planets, stars, galaxies, and the universe.]

[204 Physics of Musical Sound Fall. 3 credits.

Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high-school algebra. Not offered 1988–89.

Lec, M W F 2:30; disc, T 3:35.

Many features of the production, propagation, and perception of musical sound may be understood in terms of important concepts in physics. Topics covered will include the mechanism of tone production in musical instruments, the distinction in tone quality among different instruments, scales, intervals and tuning, and some aspects of the mechanism of hearing. At the level of *Physics and the Sound of Music*, by Rigney.]

205 Reasoning about Luck Fall, 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high-school algebra. Lects, M W F 2:30; 5 1-hour labs to be arranged. V. Ambegaokar.

An attempt to explain how and when natural scientists can cope rationally with chance. The first part of the course deals in a constructive way with the basic ideas of probability theory and explains why it is that in large systems likely events can become overwhelmingly likely. An introduction to mechanics and to heat as probabilistic mechanics follows. In this way, interested students are given a nontrivial understanding of the second law of thermodynamics, that putative bridge between C. P. Snow's two cultures. Another physical theory, quantum mechanics, in which chance occurs—though in a somewhat mysterious way—is touched on. Approximately five self-paced laboratory experiments will be included.

206 War and Peace in the Nuclear Age Spring, 4 credits. Intended for nonscientists; does not serve as a prerequisite to further science courses. Assumes no scientific background but will use high school mathematics.

Lects, T R 12:20–1:35; 1 rec each week. P. Stein. This course is intended for any student who wishes to understand the following: the principles, types, and effects of nuclear weapons; existing and proposed arsenals and delivery systems; the evolution and present state of the nuclear military strategy of the nuclear powers; and the history of, and current issues in, nuclear arms-control negotiations. Additionally, the course will examine critically the important concepts involved in military strategy and arms control. Attention will also be given to the moral and ethical questions involved. Assignments emphasize development of quantitative reasoning skills as well as knowledgeability about technical aspects of the subject matter.

207–208 Fundamentals of Physics 207, fall; 208, spring, 4 credits each term. Prerequisites for Physics 207: high school physics plus coregistration in Mathematics 192 or 112, or substantial previous contact with introductory calculus, combined with coregistration in Math 193 or 113. Prerequisites for Physics 208: Physics 207 (or 112 or 101) and at least coregistration in Mathematics 192 or 112. Physics 207–208 is a two-semester introduction to physics intended for students majoring in a physical science, mathematics, or an analytically oriented biological science.

Lects, M W 9:05 or 11:15; 2 recs each week; one 3-hour lab alternate weeks. Evening exams: fall, Oct. 6, Nov. 10; spring, Mar. 2, Apr. 11. Fall, P. Stein; spring, R. Galik.

207: mechanics, Newton's laws, conservation laws, waves, and selected topics from gravitation, thermodynamics, fluid mechanics, and acoustics. 208: electricity and magnetism, circuits, and introduction to optics. At the level of *Physics*, by H. C. Ohanian.

213 Physics II: Electricity and Magnetism Fall or spring (also normally offered in summer), 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 112 and coregistration in the continuation of the mathematics sequence required for 112.

Lects, T R 9:05 or 11:15; 2 recs each week; one 3-hour lab alternate weeks. Evening exams: fall, Sept. 29, Oct. 20, Nov. 15; spring, Feb. 21, Mar. 16, Apr. 13. Fall, R. Richardson; spring, J. Orear.

Electrostatics, behavior of matter in electric fields, magnetic fields, Faraday's law, Maxwell's equations, electromagnetic oscillations and waves, relativity. At the level of *Fundamentals of Physics*, extended version, by Halliday and Resnick. Laboratory covers electrical measurements, DC and AC circuits, resonance phenomena.

214 Physics III: Optics, Waves, and Particles Fall or spring (also normally offered in summer), 3 or 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 213 and coregistration in the continuation of the

mathematics sequence required for 112. (Physics 310 may be taken, with permission of the instructor, in place of the Physics 214 lab; credit for 214 is then reduced to 3 credits.)

Lects, T R 9:05 or 11:15; 2 recs each week; one 3-hour lab alternate weeks. Evening exams: fall, Sept. 29, Nov. 1; spring, Feb. 21, Mar. 30. Fall, N. Ashcroft; spring, R. Littauer.

Physics of wave phenomena, electromagnetic waves, interference and diffraction effects, optics, wave properties of particles, introduction to quantum physics. At the level of *Fundamentals of Physics*, extended version, by Halliday and Resnick.

217 Physics II: Electricity and Magnetism Fall or spring, 4 credits. Enrollment may be limited. Intended for students who have done very well in Physics 112 or 116 and in mathematics and who desire a more analytic treatment than that of Physics 213. Prospective physics majors are encouraged to select Physics 217. Prerequisites: approval of student's adviser and permission from the instructor. A placement quiz may be given early in the semester, permitting those students who find Physics 217 too abstract or analytical to transfer into Physics 213, which they can do without difficulty at that time. Vector calculus will be taught in this course, but previous contact, especially with the operations *grad*, *div*, and *curl*, is helpful.

Lects, M W F 10:10, rec, F 2:30. 1 three-hour lab alternate weeks. Evening exams may be scheduled. Fall, T. Kinoshita; spring, staff.

At the level of *Electricity and Magnetism*, by Purcell (Vol. 2, Berkeley Physics Series).

218 Physics III: Optics, Waves, and Particles Fall or spring, 3 or 4 credits. Enrollment may be limited. A special section of Physics 214. Conditions governing enrollment are similar to those of Physics 217.

Lects, M W F 11:15, rec, F 2:30. 1 three-hour lab alternate weeks. (Physics 310 may be taken, with permission of the instructor, in place of the Physics 214 lab, and credit for 214 is reduced to 3 credits.) See Physics 214 or 310. Evening exams may be scheduled. Fall, C. Franck; spring, K. Berkelman. A more rigorous version of Physics 214.

310 Intermediate Experimental Physics Fall or spring, 3 credits. Enrollment may be limited. Prerequisite: Physics 208 or 213. May be taken concurrently with Physics 214 or 218 in place of the lab work offered in Physics 214, with permission of student's adviser.

Labs, R F 1:25–4:25. Fall, E. Cassel; spring, J. Reppy. Students select from a variety of experiments. An individual, independent approach is encouraged. Facilities of the Physics 410 lab are available for some experiments.

315 Phenomena of Microphysics Fall or spring, 4 credits. Primarily for students of engineering and prospective majors in physics. Prerequisites: Physics 214 and Mathematics 294.

Lects, M W F 9:05, R 2:30. Fall, H. Kragh; spring, T.-M. Yan. Introduction to the physics of atoms, solids, nuclei, and elementary particles, emphasizing the description of phenomena using the results of elementary quantum and statistical physics. At the level of *Quantum Physics of Atoms, Molecules, Solids, Nuclei and Particles*, by Eisberg and Resnick.

318 Analytical Mechanics Spring, 4 credits. Prerequisites: Physics 208 or 214 plus one of Mathematics 421, 422, or 423, or permission of instructor. Intended for physics majors concentrating in physics. Similar material is covered in Physics 431 at a less demanding analytical level. (Applied and Engineering Physics 333 is approximately equivalent to Physics 318.)

Lects, M W F 10:10, F 2:30. R. Talman. Newtonian mechanics of particles and systems of particles, including rigid bodies; oscillating systems; gravitation and planetary motion; moving coordinate systems; Euler's equations; Lagrange's equations; Hamilton's equations; normal modes and small vibrations. At the level of *Classical Dynamics*, by Marion.

325 Electricity and Magnetism Fall, 4 credits. Prerequisites: Physics 214 plus coregistration in one of Mathematics 421, 422, or 423, or permission of instructor. Intended for physics majors concentrating in physics. Similar material is covered in Physics 432 at a less demanding analytical level.

Lects, M W F 11:15, F 2:30. B. Gittelman. Electrostatics: electric charge and fields, potential, multipoles, conductors, Laplace equation and formal solutions, field energy, dielectric materials, polarization. Magnetostatics: currents, magnetic fields and vector potential, dipoles, magnetic materials, field energy. Maxwell's equations. Special relativity. At the level of *Introduction to Electro-dynamics*, by Griffiths.

326 Electromagnetic Waves and Physical Optics Spring, 4 credits. Prerequisite: Physics 325.

Lects, M W F 11:15, W 2:30. L. Hand. Electrodynamics: applications of Maxwell's equations, wave equation, radiation, transmission lines, wave guides, interference and diffraction phenomena. At the level of *Classical Electromagnetic Radiation*, by Marion.

330 Modern Experimental Optics Spring, 4 credits. Enrollment limited to approximately 16 students. Prerequisite: Physics 214 or equivalent.

Lec, M 2:30; lab, T R 1:25–4:15 or W F 1:25–4:15. Staff. A practical laboratory course in basic and modern optics. Students spend two-thirds of the course experimenting with the physics of basic optical phenomena: interference, diffraction, coherence, polarization, and image formation. The last part of the course involves a choice among experiments on lasers and applications of lasers, light pulses and optical communication, and holography. The course also serves as an introduction to the use of optical equipment and techniques that are employed in current research in the fields of biology, chemistry, physics, and astronomy.

341 Thermodynamics and Statistical Physics Fall, 4 credits. Prerequisites: Physics 214 and Mathematics 294.

Lects, T R 9:05–9:55, F 10:10–11, T 2:30. J. Parpia. Statistical physics, developing both thermodynamics and statistical mechanics simultaneously. Concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations, free energy. Applications to phase equilibrium, multicomponent systems, chemical reactions, and thermodynamic cycles. Application of statistical mechanics to physical systems; introduction to treatment of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics with applications. Elementary transport theory. At the level of *Fundamentals of Statistical and Thermal Physics*, by Reif, or *Thermal Physics*, by Morse.

360 Electronic Circuits (also Applied and Engineering Physics 363) Fall or spring, 4 credits. Prerequisite: Physics 208 or 213 or permission of instructor. No previous experience with electronic circuits is assumed; however, the course moves through the introductory topics (DC and AC circuits, basic circuit elements) rather quickly. Students wishing a more complete background might consider taking Electrical Engineering 210 before Physics 360. Fall term is usually less crowded.

Lec, M 2:30–4:25; labs, T R or W F 1:25–4:25. Fall, E. Kirkland; spring, B. Cooper.

An experimental survey of some devices and circuits in two general areas: analog and digital electronics. In analog circuits, the major emphasis is on operational amplifiers and their applications. Discrete devices (diodes, bipolar transistors, and field-effect transistors) are covered briefly. In digital circuits, some time is spent on combinatorial logic devices. This experience is then applied to problems in programming and interfacing a simple microcomputer.

400 Informal Advanced Laboratory Fall or spring; (may also be offered during summer). Variable credit. Prerequisite: two years of physics and permission of instructor.

Lab, see Physics 410.

Experiments of widely varying difficulty in one or more areas, as listed under Physics 410, may be done to fill the student's special requirements.

410 Advanced Experimental Physics Fall or spring. 4 credits. Limited to seniors except by special permission. Prerequisites: Physics 214 (or 310 or 360) plus 318 and 325, or permission of instructor.

Lec, M 2:30–4:25; labs, T W 1:25–4:25. Staff. Selected topics in experimental concepts and techniques. About seventy different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, nuclear physics. The student performs three to six diverse experiments, depending on difficulty, selected to meet individual needs and interests. Independent work is stressed.

431–432 Introductory Theoretical Physics I and II 431, fall; 432, spring. 4 credits each term.

Prerequisites: Physics 431: Physics 207–208 or equivalent and mathematics 294 or equivalent; Physics 432: Physics 431 or equivalent. Primarily for physics majors with concentrations outside physics and for graduate students in a science other than physics (such as chemistry, engineering, biology, geology). Physics 318 and 325 cover similar material at a higher analytical level and are intended for physics majors concentrating in physics.

Lecs, M W F 10:10 and F 1:25. Fall, D. Lee; spring, staff.

431: Mechanics. Includes Newtonian mechanics, Lagrange's and Hamilton's equations, central forces, rigid-body motion, and small oscillations. At the level of *Mechanics*, by Symon. 432: Electricity and magnetism. Includes electrostatics, magnetostatics, boundary value problems, dielectric and magnetic media. Maxwell's equations and electromagnetic waves, introduction to special relativity. At the level of *Introduction to Electrodynamics*, by Griffiths.

443 Introductory Quantum Mechanics Fall. 4 credits. Prerequisites: Physics 318 and 325, or 431–432; Physics 315 and Mathematics 421; or permission of instructor.

Lecs, M W F 9:05, F 2:30. Evening exams may be scheduled. A. Sievers.

Introduction to concepts and techniques of quantum mechanics, at the level of *Introduction to Quantum Mechanics*, by Dicke and Wittke.

444 Nuclear and High-Energy Particle Physics Spring. 4 credits. Prerequisite: Physics 443 or permission of instructor.

Lecs, M W F 9:05, F 1:25. P. Drell. Behavior of high-energy particles and radiation; elementary particles; basic properties of nuclei; nuclear reactions; nuclear forces; cosmic rays; general symmetries and conservation laws. At the level of *Concepts of Particle Physics*, by Gottfried and Weisskopf.

454 Introductory Solid-State Physics Fall or spring. 4 credits. Prerequisite: Physics 443 or Chemistry 793, or permission of instructor.

Lecs, fall, M W F 10:10, W 3:35. R. Cotts; spring T R 10:10–11:25, R 3:35. Staff.

An introduction to modern solid-state physics, including lattice structure, lattice vibrations, thermal properties, electron theory of metals and semiconductors, magnetic properties, and superconductivity.

481–489 Special Topics Seminar Spring. 2 credits. Limited to senior physics majors and those who receive permission of instructor. S-U grades only. Hours to be arranged.

One selected topic of current interest is studied. Students participate in organization and presentation of material.

490 Independent Study in Physics Fall or spring. 1–3 credits. Ordinarily limited to seniors. Prerequisite: permission of professor who will direct proposed work. Copy of request for independent study form must be filed with physics department course coordinator. Individual project work (reading or laboratory) in any branch of physics.

500 Informal Graduate Laboratory Fall, spring, or summer. Variable credit.

[506 Design of Electronic Circuitry Spring. 3 credits. Not offered 1988–89.

M W 9:05 plus lab hours to be arranged. Staff. Circuit techniques and design in electronic measurement and instrumentation, with emphasis on applications to physics experiments. At the level of *The Art of Electronics*, by Horowitz and Hill.]

510 Advanced Experimental Physics Fall, spring or summer. 3 credits.

Labs, T W 1:25–4:25. Staff. About seventy different experiments are available in acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, magnetic resonance, X-rays, low temperature, solid state, cosmic rays, nuclear physics. Students perform four to eight experiments selected to meet individual needs. Independent work is stressed.

520 Projects in Experimental Physics Fall, spring or summer. 1–3 credits. To be supervised by faculty member. Students must advise department course coordinator of faculty member responsible for their project. Prerequisite: Physics 510.

Projects of modern topical interest that involve some independent development work by student. Opportunity for more initiative in experimental work than is possible in Physics 510.

[525 Physics of Black Holes, White Dwarfs, and Neutron Stars (also Astronomy 511, High-Energy Astrophysics) Spring. 4 credits. Not offered 1988–89.

Lecs, T R 2:30–4. S. Shapiro. The formation of compact objects: neutrino and gravitational radiation from supernova collapse and neutron stars. Equilibrium configurations, equations of state, stability criteria, and mass limits. The influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts. Emphasis will be on the application of fundamental physical principles to compact objects. Topics in diverse areas of physics will be discussed: solid-state physics, nuclear physics, relativity, fluid dynamics, high-energy physics, etc. No astronomy or general relativity prerequisites. Text: *Physics of Black Holes, White Dwarfs, and Neutron Stars*, by Shapiro and Teukolsky.]

551 Classical Mechanics Fall. 3 credits.

Prerequisite: an undergraduate course in classical mechanics at the level of books by K. Symon or J. B. Marion.

Lecs, T R 10:10, R 2:30. R. Taiman. Lagrangian and Hamiltonian formulation of classical mechanics, with modern applications in nonlinear dynamics. Foundations will be taught at the level of *Mechanics*, by Landau and Lifshitz.

553–554 General Relativity (also Astronomy 509–510) 553, fall; 554, spring. 4 credits.

Prerequisite: knowledge of special relativity at the level of *Classical Mechanics*, by Goldstein. Offered alternate years.

Lec, T R 1:25–2:40. S. Shapiro. Physics 553 is a systematic introduction to Einstein's theory, with emphasis on modern coordinate-free methods of computation. Topics include review of special relativity, modern differential geometry, foundations of general relativity, laws of physics in the presence of a gravitational field, experimental tests of gravitation theories. At the level of *Gravitation*, by Misner. Physics 554 is a continuation of 553 that emphasizes applications to astrophysics and cosmology. Topics include relativistic stars, gravitational collapse and black holes, gravitational waves, cosmology.

561 Classical Electrodynamics Fall. 3 credits.

Lecs, T R 8:30–9:55. D. Yennie. Maxwell's equations, electromagnetic potentials, electrodynamics of continuous media (selected topics), special relativity, radiation theory. At the level of *Classical Electrodynamics*, by Jackson.

562 Statistical Mechanics Spring. 4 credits.

Primarily for graduate students. Prerequisites: A good knowledge of quantum mechanics (at the level of Merzbacher), classical mechanics (at the level of Marion), and statistical mechanics (at the level of Rief). Lec, T R 8:30–9:55. Staff.

Thermodynamic functions, equations of state; phase equilibria; thermodynamic inequalities. Microstates, ensembles, partition functions, and phase-space averaging. Chemical equilibria. Scattering probes, correlation functions, and fluctuations. Quantum statistical mechanics, Fermi-Dirac and Bose-Einstein distributions; Bose-Einstein condensation. Ideal crystals. Virial expansion, simulation methods, metallic and insulating liquids, phase transitions. Density matrix, response methods, and transport. Lattice gases and spin systems; Ising model and critical exponents, melting, freezing, and the wetting of interfaces. At the level of *Statistical Mechanics*, and by Pathria, *Statistical Mechanics*, by McQuarrie.

572 Quantum Mechanics I Fall or spring. 4 credits.

Lecs, fall, M W F 9:05, K. Gottfried; spring, M W F 11:15. N. D. Mermin.

The formulation of quantum mechanics in terms of states and operators. Symmetries and the theory of angular momentum. Stationary and time-dependent perturbation theory. Fermi's golden rule, and variational methods. The elements of scattering theory. At a level between *Quantum Mechanics*, by Merzbacher, and *Quantum Mechanics*, by Landau and Lifshitz. Familiarity with elementary aspects of the Schroedinger equation is assumed, including its application to simple systems such as the hydrogen atom.

574 Quantum Mechanics II Fall or spring. 4 credits. Required of all Ph.D. majors in theoretical physics.

Lecs, M W F 11:15. Fall, P. Lepage; spring, H. Tye. Discussion of various applications of quantum mechanics, such as collision theory, theory of spectra of atoms and molecules, theory of solids, emission of radiation, relativistic quantum mechanics. At the level of *Lectures on Quantum Mechanics*, by Gordon Baym.

635 Solid-State Physics I Fall. 3 credits. First semester of a two-semester sequence of solid-state physics for graduate students who have had the equivalent of Physics 572 and 562 and some prior exposure to solid-state physics, such as Physics 454.

Lecs, T R 11:40–12:55. J. Sethna. Electronic and phonon properties of metals and insulators, including transport processes. Discussions at the level of *Solid State Physics*, by N. W. Ashcroft and N. D. Mermin.

636 Solid-State Physics II Spring. 3 credits.

Lecs, M W F 10:10. J. Sethna. Concepts developed in Physics 635 are extended and applied in a survey of the following: equilibrium and transport properties of real materials, localized states, magnetism, neutron and light scattering, phenomenological superconductivity, and other topics of current interest in condensed-matter physics.

645 High-Energy Particle Physics Fall. 3 credits.

Lecs, M W F 11:15. D. Cassel. Introduction to the physics of nucleons, mesons, and leptons. Strong, electromagnetic, and weak interactions. Relevance of symmetry laws to particle physics. Introduction to the quark model. Unification of weak and electromagnetic interactions. At the level of *Introduction to High Energy Physics*, by Perkins.

646 High-Energy Particle Physics Spring. 3 credits.

Lecs, T R 2:55–4:10. Staff. Topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions, are surveyed. Lectures and reading material are at the level of *Introduction to High Energy Physics*, by Perkins.

Note: Only S-U grades will be given in courses numbered 650 or above.

651 Advanced Quantum Mechanics Fall. 3 credits. S-U grades only.

Lecs, M W F 10:10. T-M. Yan.

Relativistic quantum mechanics with emphasis on perturbation techniques. Extensive applications to quantum electrodynamics. Introduction to renormalization theory. At a level somewhat above that of *Relativistic Quantum Mechanics*, by Bjorken and Drell.

652 Quantum Field Theory Spring. 3 credits. S-U grades only.

Lecs, T R 10:10–11:35. T. Kinoshita.
Canonical field theory. Analytic property of scattering amplitudes and dispersion relations. Renormalization and renormalization group. Symmetry and spontaneous symmetry breaking. Gauge theories. At the level of *Quantum Field Theory*, by Itzykson and Zuber.

653 Statistical Physics Fall. 3 credits. Normally taken by graduate students in their second or later years. Prerequisites: competence in the basic principles of quantum mechanics, statistical mechanics, and thermodynamics. S-U grades only.

Lecs, M W F 9:05. Staff.
Survey of topics in modern statistical physics, including the theory of simple classical and quantum fluids; the theory of ordered systems such as superfluids and superconductors; kinetic theory and the Boltzmann equation; phenomenological Fermi liquid theory and hydrodynamics; theories of inhomogeneous systems; scaling theories and phase transitions. The contents of the course vary with the current interests of the instructor.

654 Theory of Many-Particle Systems Spring. 3 credits. Prerequisites: Physics 562, 574, 635, 636, and 653. S-U grades only.

Lecs, M W F 11:15. V. Ambegaokar.
Equilibrium and transport properties of microscopic systems of many particles studied at zero and finite temperatures. Thermodynamic Green's function techniques introduced and applied to such topics as normal and superconducting Fermi systems, superfluidity, magnetism, insulating crystals.

661 High-Energy Phenomena Fall. 3 credits. Prerequisites: Physics 645, 646, and 651 (652 also desirable). S-U grades only.

Lecs, M W F 10:10. H. Tye.
Field theoretic techniques used to study the strong and weak interactions of elementary particles are surveyed. Among these topics are path integrals, quantization of nonabelian gauge theories, renormalization group equations, applications of perturbative QCD, lattice field theories, chiral lagrangians, and the Standard Model of electroweak interactions. The relevance of these techniques and theories to experimental physics will be stressed.

[665 Topics in Theoretical Astrophysics (also Astronomy 555)] Fall. 4 credits. S-U grades only. Not offered 1988–89. (See Physics 680 announcement, fall 1988.)

Lecs, M W F 2:30. E. Salpeter.
Usually concentrates on the theory of the interstellar medium. At the level of Spitzer's *The Physical Processes in the Interstellar Medium*.]

[667 Theory of Stellar Structure and Evolution (also Astronomy 560)] Fall. 4 credits. S-U grades only. Not offered 1988–89.

Lec, M W F 1:25. E. Salpeter.
Summary of observational facts on stars; dimensional analysis; nuclear reactions and energy; transport in stellar interiors; models for static and evolving stars. At the level of *Principles of Stellar Energy and Nucleosynthesis*, by Clayton.]

680–689 Special Topics

Offerings are announced each term. Typical topics are group theory, analyticity in particle physics, weak interactions, superfluids, stellar evolution, plasma physics, cosmic rays, general relativity, low-temperature physics, X-ray spectroscopy or diffraction, magnetic resonance, phase transitions, and the renormalization group.

690 Independent Study in Physics Fall or spring. Variable credit. Students must advise department course coordinator of faculty member responsible for their project. S-U grades only.
Special graduate study in some branch of physics, either theoretical or experimental, under the direction of any professional member of the staff.

Portuguese

See Modern Languages, Literatures, and Linguistics.

Psychology

D. Bem, S. Bem, U. Bronfenbrenner, W. Collins, J. Cutting, R. Darlington, T. DeVogd, D. Dunning, H. M. Feinstein, B. L. Finlay, L. Fitzgerald, E. J. Gibson, T. D. Gilovich, B. P. Halpern, R. E. Johnston, F. Keil, K. Keil, C. Krumhansl, H. Kurtzman, W. W. Lambert, H. Levin, D. Levitsky, J. B. Maas, R. D. Mack, H. Porte, D. T. Regan, E. A. Regan, T. A. Ryan, E. Spelke

The major areas of psychology represented in the department are human experimental psychology, biopsychology, and personality and social psychology. These areas are very broadly defined, and the courses are quite diverse. Biopsychology includes such things as animal learning, neuropsychology, interactions between hormones, other biochemical processes, and behavior. Human experimental psychology includes such courses as cognition, perception, memory, and psycholinguistics. Personality and social psychology is represented by courses and fieldwork in psychopathology as well as courses in social psychology and personality (such as theories of personality, beliefs and attitudes, and sex roles). In addition to the three major areas mentioned above, the department also emphasizes the statistical and logical analysis of psychological data and problems.

The Major

Prerequisites for admission to the major are:

- 1) any three courses in psychology (students often begin with Psychology 101);
- 2) no grade below C+ in any psychology course; and
- 3) acceptance by the Majors and Advising Committee of the Department of Psychology.

Application forms may be obtained at the department office and should be filed two weeks before the pre-course enrollment period.

Requirements for the major are:

- 1) a total of 40 credits in psychology (including prerequisites), from which students majoring in psychology are expected to choose, in consultation with their advisers, a range of courses that covers the basic processes in psychology (laboratory and/or field experience is recommended); and
- 2) demonstration of proficiency in statistics before the beginning of the senior year. (See the section below on the statistics requirement.)

Normally it is expected that all undergraduate psychology majors will take at least one course in each of the following three areas of psychology:

- 1) Human experimental psychology
- 2) Biopsychology
- 3) Social, personality, and abnormal psychology

The following classification of Department of Psychology offerings is intended to help students and their advisers choose courses that will ensure that such breadth is achieved.

- 1) **Human experimental psychology:** Psychology 205, 209, 214, 215, 276, 305, 307, 308, 309, 313, 314, 316, 345, 370, 412, 415, 416, 417, 418, 436, 492.
- 2) **Biopsychology:** Psychology 123, 307, 322, 324, 326, 332, 361, 396, 422, 425, 429, 492. *Note:* Courses in the biopsychology area other than 123 all have 123 and/or introductory biology among their prerequisites.

3) **Social, personality, and abnormal psychology:** Psychology 265, 275, 277, 280, 325, 327, 328, 379, 383, 384, 385, 402, 404, 426, 450, 467, 468, 469, 481, 482, 484, 485, 486, 488, 489, 491.

The major adviser determines to which group, if any, the following courses may be applied.

4) **Other courses:** Psychology 101, 103, 347, 350, 387, 410, 420, 440, 465, 470, 471, 472, 473, 475, 476, 478, 479, 490, 494, 498, 499.

With the permission of the adviser, courses in other departments may be accepted toward the major requirements.

Fieldwork, independent study, and teaching. The department requires students to observe the following limits on fieldwork, independent study, and teaching.

- 1) Undergraduates may not serve as teaching assistants for psychology courses if they are serving as teaching assistants for any other course during the same semester.
- 2) An undergraduate psychology major cannot apply more than 12 of the credits earned in independent study (including honors work) and fieldwork toward the 40 credits required by the major.

Statistics requirement. Proficiency in statistics can be demonstrated in any one of the several ways listed below.

- 1) Passing Psychology 350.
- 2) Passing an approved course or course sequence in statistics in some other department at Cornell. The approved list of courses and sequences may change. It has usually included Education 352 and 353, Industrial and Labor Relations 210 and 311, and Sociology 301. An up-to-date list is posted outside of 278 Uris Hall. Requests that a particular course be added to this list may be made to Professor Gilovich.
- 3) Passing a course or course sequence in statistics at some other college, university, or college-level summer school. The course or sequence must be equivalent to at least 6 semester credits. The description of the course from the college catalog and the title and author of the textbook used must be submitted to Professor Gilovich for approval.
- 4) Passing an exemption examination. This examination can be given at virtually any time during the academic year if the student gives notice at least one week before. Students who have completed a theoretical statistics course in a department of mathematics or engineering and who wish to demonstrate competence in applied statistics usually find this option the easiest. Students planning this option should discuss it in advance with Professor Gilovich. Sample examination questions are posted outside of 278 Uris Hall.

Concentration in biopsychology. Psychology majors interested in psychology as a biological science can elect to specialize in biopsychology. Students in this concentration must meet all of the general requirements for the major in psychology and must also demonstrate a solid background in introductory biology; the physical sciences, including at least introductory chemistry; and mathematics. Students will design with their advisers an integrated program in biopsychology built around courses on physiological, chemical, anatomical, and ecological determinants of human and nonhuman behavior offered by the Department of Psychology. Additional courses in physiology, anatomy, biochemistry, neurochemistry, neurobiology, and behavioral biology may be designated as part of the psychology major after consultation between the student and his or her biopsychology adviser.

Concentration in personality and social psychology. This concentration is offered in cooperation with the Department of Sociology. Psychology majors who wish to specialize in social psychology are expected to meet the general requirements set by their department, including statistics. To ensure a solid interdisciplinary grounding, students in the concentration will be permitted to

include in the major courses in sociology and related fields. Advisers will assist students in the selection of a coherent set of courses from social organization, cultural anthropology, experimental psychology, social methodology, and several aspects of personality and social psychology. Seniors in the concentration may elect advanced and graduate seminars, with the permission of the instructor.

Undergraduate honors program. The honors program is designed for those exceptionally able students who want to pursue an intensive and independent program of research in psychology. Successful participation in this program serves as evidence of the student's facility in the two most important skills of an academic psychologist: the capacity to acquire and integrate a substantial body of theoretical and factual material and the ability to engage in creative research activity. All qualified students planning on a graduate education in psychology or other academic fields should consider the honors program seriously. The program offers most students the closest contact and consultation with faculty that they will receive during their time at Cornell.

The core of the honors program is a research project that the student carries out in close collaboration with a faculty member in the field of psychology. It is assumed that most students will do so while enrolled in Psychology 470 (Independent Study). A written report of the research is to be given to the chairperson of the honors committee (currently Professor Dunning) toward the end of the last semester of the student's senior year. An oral defense of the thesis is then given before a committee of three faculty members, and the student presents his or her work in a public forum. Final honors standing (summa cum laude, magna cum laude, cum laude) is indicated on the student's diploma. The T. A. Ryan Award, accompanied by a cash prize, is awarded to the student who conducts the best honors project in a given year.

A student may formally apply to the honors program at any time during the senior year provided that she or he is actively engaged in independent research. However, students must do so by the end of the fall term. Applications should be given to Professor Dunning and should be made directly by the student.

Distribution Requirement

The distribution requirement in the social sciences is satisfied by any two courses in psychology with the exception of Psychology 123, 307, 322, 324, 326, 350, 361, 396, 422, 425, 429, 451, 471, 472, 473, 475, 476, 479, and 492.

Courses

101 Introduction to Psychology: The Frontiers of Psychological Inquiry Fall. 3 credits. Students may not receive credit for both Psychology 101 and Education 110. Students who would like to take a discussion seminar should also enroll in Psychology 103.

MWF 10:10. J. Maas. Prelims: 7:30 p.m., Oct. 3, Nov. 7.

The study of human behavior. Topics include brain functioning and mind control, psychophysiology of sleep and dreaming, psychological testing, perception, learning, cognition, memory, language, motivation, personality, abnormal behavior, psychotherapy, social psychology, and other aspects of applied psychology. Emphasis is on developing skills to critically evaluate claims made about human behavior.

103 Introductory Psychology Seminars Fall. 1 credit. Limited to 400 students. Prerequisites: concurrent enrollment in Psychology 101.

Hours to be arranged; 32 different time options. Staff. A weekly seminar that may be taken in addition to Psychology 101 to provide an in-depth exploration of selected areas in the field of psychology. Involves extensive discussion and a term paper related to the seminar topic. Choice of seminar topics and meeting times will be available at the second lecture of Psychology 101.

109 Freshman Writing Seminar: The Nature of Dreams Fall or spring. 3 credits. Limited to 17 students.

TR 1:25–2:40. H. Porte.

What is a dream, and what is its value? Should we respect dreams as powerful psychological events or disparage them as meaningless? Do you believe, as Freud did, that the stuff of dreams is forbidden wishes? Or are you a medical theorist who claims that a dream is the best story the brain can concoct out of its own random cell firings during sleep? Or do you espouse the theory that a dream is the mind's garbage collector, gathering up the day's waste thoughts and disposing of them as harmless images? The seminar will critically examine these points of view and others, taking as texts *The Interpretation of Dreams*, by Sigmund Freud; *The Innocence of Dreams*, by Charles Rycroft; and some recent scientific journal articles on the biological basis of dreaming.

123 Introduction to Biopsychology Fall. 3 credits.

May not be taken for credit by students who are registered in or have completed one or more courses offered by the Section of Neurobiology and Behavior of the Division of Biological Sciences or two or more biopsychology courses.

MWF 10:10. E. Regan.

The biology of behavior, including both evolutionary and physiological approaches to behavior. Human behavior is discussed whenever possible, but there is also extensive discussion of the behavior of nonhuman species. Specific topics include the structure, function, and development of the nervous system, stress and disease, sleep, genetic and chemical models of mental disorder, and hormones and sexual behavior; biological bases of learning, cognition, communication, and language; and the ecology and evolution of social organization and social development.

Introductory courses in cognitive psychology.

Each of the following four courses (205, 209, 214, 215) provides an introduction to a major area of study within cognitive psychology. These courses are independent of one another, and none has any prerequisites. Students may take any one of the courses or any combination of them (including all four). Courses may be taken in any order or simultaneously.

205 Perception Spring. 3 credits. Open to first-year students.

TR 1:25–2:40. J. Cutting.

One of four introductory courses in cognitive psychology. Basic perceptual concepts and phenomena are discussed with emphasis on stimulus variables and sensory mechanisms. All sensory modalities are considered. Visual and auditory perception are discussed in detail.

209 Development Spring. 4 credits.

TR 1:25–2:40; sec. to be arranged. F. Keil.

One of four introductory courses in cognitive psychology. A comprehensive introduction to current thinking and research in developmental psychology. The course focuses on development of action, development of perception and knowledge, development of language, morality, and other aspects of human culture, and development of emotional and social relationships.

214 Knowledge and Reasoning Spring. 3 credits.

MWF 1:25. C. Krumhansl.

One of four introductory courses in cognitive psychology. A survey of the following topics: visual and auditory memory, imagery, attention, memory for language, reasoning, decision making, and intelligence.

215 Psycholinguistics Fall. 3 or 4 credits (4-credit option involves term paper).

MWF 11:15. H. S. Kurtzman.

One of four introductory courses in cognitive psychology. Introduction to the psychological study of language. Covers basic linguistic theory and contemporary research into language comprehension, production, and acquisition.

265 Psychology and Law Fall. 3 credits.

Prerequisite: Psychology 101.

MWF 1:25. D. Dunning.

This course examines the implications of psychological theory and methods for law and the criminal justice system. We will concentrate on psychological research on legal topics (e.g., confession, eyewitness testimony, jury decision making, homicide, aggression, the prison system), social issues (e.g., death penalty, affirmative action), as well as on psychologists as participants in the legal system (e.g., assessing insanity and dangerousness and for expert testimony).

275 Introduction to Personality Psychology Fall.

3 or 4 credits; the additional (or fourth) credit is given for attendance at the optional section meeting and a term paper. Prerequisite: an introductory psychology course.

TR 10:10–11:25; sec to be arranged. D. Bem.

An introduction to research and theory in personality psychology, emphasizing contemporary approaches. Topics include the dynamics, structure, and assessment of personality as well as personality development and change. Biological and sociocultural influences on personality are also considered.

[276 Motivation Theory: Contemporary Approaches and Applications] Spring. 4 credits.

Prerequisite: an introductory psychology course. Not offered 1988–89.

MWF 11:15. Staff.

Models and research in human motivation are examined and integrated. Traditional approaches are used as departure points for the study of more-current themes such as intrinsic motivation and achievement motivation. Attention is given to how pertinent various themes are to real-life behavioral settings.]

277 Psychology of Sex Roles (also Women's Studies 277 and Sociology 277) Fall. 3 or 4 credits; the additional (or fourth) credit is given for an optional empirical research project. Limited to 200 students.

Prerequisite: an introductory psychology course.

TR 2:55–4:25. S. Bem.

The course addresses the question of why and how adult women and men come to differ in their overall life styles, work and family roles, personality patterns, cognitive abilities, etc. This broad question is examined from five perspectives: (a) the psychoanalytic perspective, (b) the biological perspective, (c) the historical and cultural evolutionary perspective, (d) the child development perspective, and (e) the social-psychological and contemporaneous perspective. Each of these perspectives is also brought to bear on more specialized phenomena relating to the psychology of sex roles, including psychological androgyny, women's conflict over achievement, the male sex role, equalitarian marriage relationships, gender-liberated child-rearing, female sexuality, homosexuality, and transsexualism.

280 Introduction to Social Psychology Spring. 3 or 4 credits; the additional (or fourth) credit is given for the completion of a group research project and write-up. Prerequisite: an introductory psychology course.

TR 8:40–9:55. T. Gilovich, D. Regan.

An introduction to research and theory in social psychology. Topics include processing of social information; social influence, persuasion, and attitude change; social interaction and group phenomena. The application of social psychological knowledge to current events will also be discussed.

[305 Visual Perception] Fall. 4 credits. Limited to 20 students. Prerequisite: Psychology 205 or permission of instructor. Not offered 1988–89.

TR 1:25–2:40. J. Cutting.

A detailed examination of theories and processes in visual perception. Topics will include the perception of color, form, and motion; perceptual constancies; adaptation; pattern perception; and photography, television, and film.]

[307 Chemosensory Perception] Fall.

3 or 4 credits; the optional (or fourth) credit is for an independent laboratory project. Registration for the 4-credit option requires permission of the instructor;

students will read, analyze, and discuss difficult original literature in the areas covered. Offered alternate years. Not offered 1988–89; next offered 1989–90.

T R 9:05. B. P. Halpern.

An examination of basic theory, data, and processes for perception of the chemosensory environment. Topics include psychophysical methods for human and nonhuman studies, stimulus control, chemosensory function and development in neonates, role of chemosensory function in food choices, chemosensory communication, effects of pollution of the chemosensory environment, and possible consequences of chemosensory dysfunctions. At the level of *The Perception of Odors*, by T. Engen; *Food Taste Chemistry*, edited by J. C. Boudreau; and *Clinical Measurement of Taste and Smell*, edited by H. L. Meiselman and R. S. Rivlin.]

[308 Perceptual Learning] Fall. 3 credits. Prerequisite: Psychology 205, 209, or 305, or permission of instructor. Not offered 1988–89.]

[309 Development of Perception] Fall. 3 credits. Prerequisite: Psychology 205, 209, 214, or 305, or permission of instructor. Not offered 1988–89.

T R 2:55–4:10. E. Spelke.

An introduction to theories and research on the origins and development of perceptual knowledge. The course focuses on perception of the world as an arrangement in space and time, perception of the world as a unit that can be encountered through multiple sensory modes, perception of the world as a meaningful place that can be acted upon, and organization of the world into objects and events.]

[313 Perceptual and Cognitive Processes] Spring. 4 credits. Prerequisite: Psychology 205 or 214 or permission of instructor. Not offered 1988–89. R 1:25–4:25. Staff.

A critical examination of selected topics in the area of perceptual and higher mental processes. We will read, discuss, and critically analyze original experimental reports and theoretical articles.]

314 The Social Psychology of Language Spring. 4 credits. Prerequisite: a course in psycholinguistics or social or personality psychology, or permission of instructor.

T R 2:55–4:10. H. Levin.

We are aware that one talks differently to children than to adults, to foreigners than to native speakers, to people we like than to those we detest, to people whose intelligence we respect compared to those we think are idiots. Speech varies by social setting; by the relationships between people; by formality, friendship, affection; and by the purposes of the communication: deception, persuasion, propaganda, etc. What are the rules of social language? How do we acquire the abilities to vary language appropriately and to understand the meanings of such variations?

[316 Auditory Perception] Spring. 3 or 4 credits; the 4-credit option involves a laboratory project or paper. Prerequisite: Psychology 205, 209, 214, or 215 (other psychology, linguistics, or biology courses could serve as prerequisite with permission of the instructor). Not offered 1988–89.

Lecs, T R 2:30–4:25; lab, hours to be arranged. Staff.

Basic approaches to the perception of auditory information, with special consideration of complex patterns such as speech, music, and environmental sounds.]

322 Hormones and Behavior (also Biological Sciences 322) Spring. 3 or 4 credits; the 4-credit option involves a one-hour section once a week, in which students will be expected to participate in discussion and read original papers in the field. Limited to juniors and seniors; open to sophomores only by permission. Prerequisite: one year of introductory biology plus a course in psychology or Biological Sciences 221 or 222. S-U grades optional. Because the 4-credit option has very limited enrollment, students should preregister for 3 credits only.

T R 10:10–11:30. E. Adkins Regan, R. Johnston.

The relationship between endocrine and neuroendocrine systems and the behavior of animals, including humans. Major emphasis is on sexual, parental, and aggressive behavior.

324 Biopsychology Laboratory (also Biological Sciences 324) Fall. 4 credits. Limited to 25 juniors and seniors. Prerequisite: Psychology 123 or Biological Sciences 221 or 222, and permission of instructor. S-U grades optional.

T R 1:25–4:25. T. DeVoogd.

Experiments designed to provide research experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, species, and behavior patterns are included.

325 Introductory Psychopathology Fall. 3 or 4 credits; the 3-credit option entails lectures, readings, and two exams; the 4-credit option requires an additional seminar-recitation meeting and a term paper. Prerequisite: a course in introductory psychology. May be taken concurrently with Psychology 327. Enrollment in Psychology 327 is limited.

T R 1:25–2:40. R. Mack.

A survey of the various forms of psychopathology, child and adult, as they relate to the experiences of human growth and development. Presents a description of the major syndromes, investigations, theories of etiology, and approaches to treatment.

326 Evolution of Human Behavior Fall. 4 credits. Prerequisite: Psychology 123, an introductory course, or an introductory anthropology course.

T R 2:30–3:20. R. Johnston.

A broad comparative approach to the behavior of animals and humans with special emphasis on the evolution of human behavior. In alternate years the course will focus on either (1) human evolution and the evolution of nonverbal communication, language, and cognitive capacities or (2) the evolution of social behavior, including cooperation and altruism, aggression and warfare, sexual behavior, mating systems and social organization, and the relevance of sociobiological theory to human behavior.

327 Fieldwork in Psychopathology and the Helping Relationship Fall. 2 credits. Prerequisite: Psychology 325 or concurrent registration in 325 and permission of instructor. S-U grades only. Students do not enroll in advance for this course. Field placement assignments are made in Psychology 325 during the first two weeks of the semester. Students who have already taken Psychology 325 must contact the instructor during the first week of the semester. Enrollment is limited by the fieldwork placements available. Fee, \$25.

Hours to be arranged. K. Keil.

An introductory fieldwork course for students currently enrolled in, or who have taken, Psychology 325. Fieldwork placements include the school system, psychiatric institutions, halfway houses, and other mental health-oriented facilities. In addition to fieldwork, weekly supervisory/seminar meetings are held to discuss fieldwork issues and assigned readings.

328 Continuing Fieldwork in Psychopathology and the Helping Relationship Fall or spring. 2 credits each term. Prerequisites: Psychology 325, 327, and permission of instructor. S-U grades only. May not be taken more than twice. Students do not enroll in advance for this course. Students in Psychology 327 should inform their teaching assistant before the end of the semester of their desire to take Psychology 328. Students not currently in a field placement who want to take Psychology 328 should contact the instructor during the first week of the semester. Field placement assignments will be made during the first two weeks of the semester. Enrollment is limited by the fieldwork placements available. Fee, \$25.

Fieldwork and supervisory times to be arranged.

K. Keil and staff.

Designed to allow students who have begun fieldwork as part of Psychology 327 to continue their field placements under supervision and for academic credit.

A limited number of students may be allowed to begin their fieldwork with Psychology 328 but only with permission of the instructor.

332 Biopsychology of Learning and Memory Spring. 3 credits. Prerequisites: one year of biology and either a biopsychology class or Biological Sciences 222.

M W F 11:15. T. DeVoogd.

This course will survey the approaches that have been or are currently being used in order to understand the biological bases for learning and memory. Topics will include invertebrate, "simple system" approaches, imprinting, avian song learning, hippocampal and cerebellar function, and human pathology. Many of the readings will be from primary literature.

345 Psychological Research and Afro-Americans (also Africana Studies 345) Fall. 4 credits. Prerequisite: one course in introductory psychology or Africana Studies and Research Center 171.

T R 1:25–2:40. L. Fitzgerald.

In this course we will examine psychological research that has implications for Afro-Americans. The issues to be explored include (1) research methods, (2) racial attitudes within and between groups, (3) measures of group differences, (4) cognitive abilities, and (5) motivational issues. Course requirements include a preliminary exam, a midterm paper, and a final project.

[347 Psychology of Visual Communications] Spring. 4 credits. Limited to 12 students. Prerequisite: Psychology 101 and permission of instructor. Not offered 1988–89.

T 10:10–12:05; lab to be arranged. J. Maas.

An exploration of theories of perception, attitude, and behavior change as they relate to the effectiveness of visually based communication systems. Emphasis is on an empirical examination of the factors that determine the nature and effectiveness of pictorial representations of educational messages in non-print media.]

350 Statistics and Research Design Fall. 4 credits. Prerequisite: a course in the behavioral sciences.

M W F 9:05. T. Gilovich.

Acquaints the student with the elements of statistical description (measures of average, variation, correlation, etc.) and, more importantly, develops an understanding of statistical inference. Emphasis is placed on those statistical methods of principal relevance to psychology and related social sciences.

361 Biochemistry and Human Behavior (also Nutritional Sciences 361) Fall. 3 credits. Prerequisites: Biological Sciences 101–102, Chemistry 103–104, Psychology 123, or permission of instructor. S-U grades optional.

M W F 11:15. D. Levitsky.

The course is intended to survey the scientific literature on the role of the brain and body biochemical changes as determinants of human behavior. The topics covered include action and effects of psychopharmacologic agents, biochemical determinants of mental retardation, biochemical theories of psychosis, and effects of nutrition on behavior. A fundamental knowledge of human biology and chemistry is essential.

370 Language and Cognition (also Linguistics 370) Spring. 4 credits. Prerequisites: Linguistics 101 or 264, Psychology 215, or permission of one of the instructors.

T R 1:25–2:40. J. Bowers, H. Kurtzman.

Examination of current research on selected topics in language from both linguistic and psychological perspectives. Topics include universal grammar and language acquisition, syntactic parsing, word recognition, sentence production, aphasia, and schizophrenic language.

379 Social Cognition Spring. 4 credits. Prerequisite: one course in social or cognitive psychology or permission of instructor.

T R 10:10–11:25. L. Fitzgerald.

The focus of this course is on experimental research that applies cognitive principles to the study of social psychological phenomena. The course begins with an

overview of research methodology (no prior knowledge in this area is required). Readings and discussion center around the following topics: (1) the organization and representation of social information; (2) assessing the causes of social behavior; and (3) sources of error and bias in human judgment. Course requirements include an examination, a midterm paper, and a final project.

[383 Social Interaction (also Sociology 383)]

Spring. 4 credits. Prerequisite: a course in social psychology. Not offered 1988–89; next offered 1989–90.

M W 2:30–4:25. D. Hayes.

Fine-grain analyses of social behavior, its structure, changes, and determinants. Extensive practice in analysis of filmed and taped interactions. Student research is required throughout the course.]

[384 Cross-Cultural Psychology (also Sociology 384)]

Spring. 4 credits. Prerequisite: a course in psychology and one in either sociology or social or cultural anthropology, or permission of instructor.

M W F 11:15. Staff.

A critical survey of approaches, methods, discoveries, and applications in emerging attempts to study human nature, experience, and behavior cross-culturally. Focus on studies of cognition, values, socialization, sociolinguistics, personality, attitudes, stereotype, ideology, sociocultural development, and mental illness. Problems of how one can learn another culture will also be dealt with.]

[385 Theories of Personality (also Sociology 385)]

Spring. 4 credits. Prerequisite: Psychology 101, 214, or 275, or permission of instructor.

M W F 11:15. W. W. Lambert.

An intermediate analysis of comparative features of the historically and currently important theories of personality, with an evaluation of their systematic empirical contribution to modern personality study, to psychology, and to other behavioral sciences.

[387 Health and Disease (also Biology and Society 327 and German Studies 327)]

Fall. 4 credits. Limited to 20 students. Not offered 1988–89.

Hours to be arranged. S. L. Gilman and faculty team. Everyone knows what health and disease are. Or do they? This Common Learning course on health and disease will explore some of the cultural, psychological, philosophical, anthropological, medical, economic, and political dimensions of these concepts to show how various models of disease function in contexts from business to engineering, from the military to the medical profession. The course will be divided into two segments: the first will examine the general implications of concepts of health and illness; the second will study these general principles as reflected in the definition, treatment, and mythmaking surrounding one specific disease: schizophrenia. The course will draw on specialists from throughout the University.]

[396 Introduction to Sensory Systems (also Biological Sciences 396)]

Spring. 3 or 4 credits (4 credits with term paper). Registration for the 4-credit option requires permission of instructor. Prerequisite: an introductory course in biology or biopsychology, plus a second course in neurobiology or behavior or perception or cognition or biopsychology. Students will be expected to have elementary knowledge of perception, neurophysiology, behavior, and chemistry. S-U grades optional for graduate students only. No auditors. Offered alternate years. Not offered 1988–89; next offered 1989–90.

M W F 9:05. B. P. Halpern.

The course will be taught using the Socratic method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with both those characteristics of sensory systems which are common across living organisms and those sensory properties which represent adaptations of animals to particular habitats or environments. The principles and limitations of major methods used to examine sensory systems will be considered. General principles of sensory systems, and auditory, visual, and somesthetic systems are covered. One aspect of each system (e.g., localization

of objects in space by sound, color vision, thermoreception) will be selected for special attention. At the level of *An Introduction to the Physiology of Hearing*, by J. O. Pickles; *Photoreceptors: Their Role in Vision*, by A. Fein and E. Z. Szuts; *Comparative Studies of Hearing in Vertebrates*, edited by A. N. Popper and R. R. Fay; and "Information Processing in Cutaneous Mechanoreceptors," *Fed. Proc.*, 42:1983.]

[402 Current Research on Psychopathology]

Spring. 4 credits. Prerequisite: Psychology 325.

T R 10:10–12:10; sec to be arranged. K. Keil. Current research and theory on the nature and etiology of major psychiatric disorders. Approaches from various disciplines are considered. Minimal attention to psychotherapy and symptomatology.

[404 Psychopathology and the Family]

Fall. 4 credits. Limited to 25 students. Prerequisite:

Psychology 325.

M W 10:10. K. Keil.

This course will explore familiar influences on the development of abnormal behavior. It will examine how psychological, biological, and cultural factors in a family might contribute to such disorders as anorexia nervosa, depression, sexual abuse, psychopathy, and psychosomatic illnesses. Emphasis will be placed on early childhood experiences in the family and their impact on the development of later psychopathology. The course will also discuss how the evolution of family structures in more recent times (e.g., the rise in day care and divorce) influences the individual. Family therapy approaches and techniques will also be examined.

[410 Undergraduate Seminar in Psychology]

Fall or spring. 2 credits. Written permission of section instructor required for registration. Nonmajors may be admitted, but psychology majors are given priority.

Hours to be arranged. Staff.

Information on specific sections for each term, including instructor, prerequisites, and time and place, may be obtained from the Department of Psychology office, 211 Uris Hall.

[412 Human Experimental Psychology]

Laboratory. Spring. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. Recommended: knowledge of some high-level programming language, at least one course in human experimental psychology, or graduate standing in psychology. Not offered 1988–89.

T R 1:25–2:40; lab to be arranged. Staff.

A laboratory course in current methods of experimentation in perception and cognitive psychology that will focus on the use of microcomputers in laboratory research for both stimulus presentation and data collection. Students will hand in written laboratory reports. Projects will be selected from the areas of visual perception, pattern recognition, reading, memory, language, and concept learning.]

[415 Concepts, Categories, and Word Meanings]

Fall. 4 credits. Prerequisites: Psychology 205, 209, 214 or 215 or permission of instructor.

M 2–5. F. Keil.

Several different psychological theories about concepts, conceptual structure, and word meaning are considered. Topics will include models of concepts and categorization processes, conceptual change in development and in novice-expert transitions, relations between semantic and conceptual structure, and relations between concepts and intuitive theories of the world.

[416 Psychology of Language]

Spring. 4 credits. Prerequisite: some background in psycholinguistics or linguistics. Not offered 1988–89.

T R 1:25–2:40. H. S. Kurtzman.

Each year the course focuses on one or two major theoretical issues in current psycholinguistics. An intensive critical examination is made of the relevant literature from psychology, linguistics, and artificial intelligence. The issues are considered not only at the detailed level of specific hypotheses and evidence but also in relation to broader theoretical trends in the field.]

[417 The Origins of Thought and Knowledge]

Spring. 4 credits. Prerequisites: Psychology 205, 209, 214 or 215 or permission of instructor. Not offered 1988–89.

T 1:25–4:05. F. Keil.

An in-depth analysis of current theories concerning the growth of thought and knowledge in childhood. Several controversies will be discussed in detail, including: Are mental abilities organized in local domains or modules that have their own patterns of development, or is cognitive development a more general process? Do comparative studies with other species and evolutionary models provide any useful insights into cognitive development in humans? Are there qualitative restructurings of thought and knowledge with development, or is the process more continuous in nature? What restrictions should these developmental considerations place on models of thought and knowledge in adults?]

[418 Psychology of Music]

Fall. 3 or 4 credits, depending on whether student elects to do an independent project. Prerequisites: junior or senior standing with major in psychology or music and some background in both, or permission of instructor. Not offered 1988–89.

T R 10:10–11:25. C. Krumhansl.

Detailed analysis of topics in the psychology of music, including theories of consonance, perception of tonal-harmonic structure, memory for music, and effects of musical training. Emphasis given to experimental methodologies.]

[422 Developmental Biopsychology]

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or Biological Sciences 221). Not offered 1988–89; next offered 1989–90.

M W F 9:05. B. Finlay.

We will discuss the relationship of the development and evolution of the brain to the development of behavior. Topics include normal neuroembryology; how neurons are generated, find targets, and establish connections; the emergence of reflexive and complex behavior; how experience affects the developing brain; evolutionary perspectives on the development of perception, memory, and communication systems; and abnormal development.]

[425 Brain and Behavior]

Fall. 3 or 4 credits (4-credit option includes a discussion section and requires an additional paper). Prerequisite: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or Biological Sciences 221).

M W F 9:05. B. Finlay.

We will study the relation between structure and function in the central nervous system. Human neuropsychology and the contribution of work in animal nervous systems to the understanding of the human nervous system will be stressed. Some topics to be discussed include visual and somatosensory perception, organization of motor activity, emotion and motivation, psychosurgery, and memory and language.

[426 Seminar and Practicum in Psychopathology]

Spring. 4 credits. Limited to 16 students. Prerequisite: Psychology 325; permission of instructor required in all cases. Student should apply to the course during preregistration in fall semester; acceptance will be announced before the end of the fall semester. Not offered 1988–89.

T R 2:30–4:25. R. Mack.

A seminar and practicum course for advanced students who have mastered the fundamental concepts of personality and psychopathology. An opportunity to explore in depth issues in personality and psychopathology, particularly as they relate to issues of development, fantasy, attachment, and sex roles. Includes an experimental component involving self-disclosure, peer counseling, and group process. The goal: an integration of education and personal growth. It is recommended that students take Psychology 328, the fieldwork course, in conjunction with this seminar.]

[429 Olfaction and Taste: Structure and Function (also Biological Sciences 429)] Fall. 3 or 4 credits. (4-credit option requires a term paper or research project. The research project can, but does not need to, study nonhuman vertebrates.) Preference given to junior and senior psychology and biology majors and graduate students. Prerequisite: one 300-level course in biopsychology or equivalent. Not offered 1988–90.
TR 9:05. B. P. Halpern.

The structural and functional characteristics of olfaction and taste will be explored by reading and discussing current literature in these areas. Structure will be examined at the light levels of electron microscopes as well as at the molecular level. Function will be primarily neurophysiological and biochemical aspects. The emphasis will be on vertebrates, especially air-breathing vertebrates in the case of olfaction, but there will be some coverage of invertebrate forms.]

436 Language Development (also Human Development and Family Studies 436 and Linguistics 436) Spring. 4 credits. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. Open to undergraduates and graduate students. S-U grades optional. Offered alternate years.
TR 10:10–11:25. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of universal grammar and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child.

[440 Sleep and Dreaming] Spring. 4 credits. Limited to 15 students. Prerequisites: advanced undergraduate standing and Psychology 101 and 123.
TR 1:25–2:40. H. Porte.

The course will examine sleep as a biological rhythm of behavioral and neurophysiological states. Dreaming will be considered as mental experience peculiar to sleep. Critical attention will be given to theories of the function of sleep, of the nature and purpose of dreaming, and of the relation of dreaming to order and disorder in waking thought. Special topics will include sleep deprivation, the ontogeny of sleep, pathologies of sleep and dreaming, and the techniques of sleep disorders medicine.

450 Seminar in the Psychology of Gender (also Women's Studies 450) Spring. 4 credits. Prerequisite: Psychology 277 or permission of instructor.
W 2:30–4:30. S. Bem.

This seminar is designed primarily for advanced students in psychology. Each time the course is offered, a particular research topic will be selected by the instructor for consideration in depth. The topic will be announced at the first meeting of the course. All interested students should attend that meeting.

[465 Mathematical Psychology] Spring. 4 credits. Prerequisites: one year of college mathematics (finite mathematics or calculus), a course in probability or statistics, and a course in psychology. Not offered 1988–89.
TR 10:10–11:40. Staff.

Mathematical approaches to psychological theory are discussed. Possible topics include choice and decision, signal detectability, measurement theory, scaling, stochastic models, and computer simulation.]

467 Seminar: The Examined Self—A Psychohistorical View Spring. 4 credits. Prerequisites: 9 credits of psychology including Psychology 325 or equivalent, and permission of instructor before course enrollment.
T 1:25–3:25. H. Feinstein.

Based primarily on American autobiographies dating from the seventeenth century to the twentieth century, this seminar will explore the shifting interface between

self and historical context. Students should be prepared to write and talk about their own lives as well as the historical figures selected for study.

[468 American Madness] Spring. 4 credits. Limited to 15 students. Prerequisites: Psychology 325 and permission of instructor. Not offered 1988–89.
T 1:25–3:25. H. Feinstein.

The seminar will be devoted to an analysis of insanity as a psychological and historical phenomenon. Selected writings by the mentally ill and their definers will be studied.]

469 Psychotherapy: Its Nature and Influence Spring. 4 credits. Limited to senior psychology majors. Prerequisites: Psychology 325 or equivalent and permission of instructor during preregistration.
W 7–10 p.m. R. Mack.

A seminar on the nature of psychotherapy. Issues related to therapeutic goals, differing views of the nature of man, ethical concerns, and research problems are also considered. Experiential and role-playing exercises in class and three hours per week of peer counseling outside of class are integral parts of the seminar experience.

470 Undergraduate Research in Psychology Fall or spring. 1–4 credits. S-U grades optional. Written permission from the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology.
Hours to be arranged. Staff.

Practice in planning, conducting, and reporting independent laboratory, field, and/or library research.

[471 Statistical Methods in Psychology I] Fall. 4 credits. Not offered 1988–89.
MWF 11:15. Staff.

Basic probability, descriptive and inferential statistics. Topics include parametric and nonparametric tests of significance, Bayesian inference, correlation, and simple linear regression. The level of the course is that of W. L. Hays, *Statistics for Psychologists*.]

472 Multiple Regression Spring, weeks 1–7. 2 credits. Prerequisite: one solid semester of introductory statistics. Analysis of variance is helpful but not required.
MWF 10:10. R. Darlington.

Uses and pitfalls of multiple regression in causal analysis, path analysis, and prediction. Emphasis on analyzing data collected under uncontrolled conditions. Includes collinearity, t-residuals, indicator or dummy variables, hierarchical analysis, specification errors, measurement errors. Very little hand computation; uses MYSTAT computer program.

473 General Linear Model Spring, weeks 8–14. 2 credits. Prerequisite: Psychology 472 or equivalent.
MWF 10:10. R. Darlington

Use of regression and the general linear model for analyzing experimental and nonexperimental data. Includes random assignment, sets of variables, multicategorical variables, corrections for multiple tests, nonlinear relationships, interaction, main and simple effects, nesting, repeated measures, and MANOVA. Uses SAS PROC GLM.

475 Multivariate Analysis of Psychological Data Fall. 2 credits. Prerequisite: Psychology 472 or permission of instructor.
R 10:10–12:05. R. Darlington.

Most of the course concerns relative advantages of factor analysis and newer competing techniques for discovering hidden patterns in correlational data. Uses SAS PROC FACTOR and PROC PRINCOMP. Also includes brief discussions of MANOVA, discriminant analysis, canonical correlation analysis, canonical reduction analysis, and multidimensional scaling.

[476 Representation of Structure in Data] Fall. 3 credits. Prerequisite: one year of college mathematics (finite mathematics or calculus) and a course in the social sciences. Not offered 1988–89.
W 2:30–4:30. Staff.

Representations of preferences, dominance data, psychological distances, and similarities will be discussed. Topics include unidimensional and multidimensional scaling, unfolding, individual differences scaling, hierarchical clustering, and graph-theoretic analysis.]

[478 Psychometric Theory] Fall, weeks 1–10. 3 credits. Prerequisite: Psychology 473 or permission of instructor. Not offered 1988–89.
TR 10:10–12:05. R. Darlington.

Statistical methods relevant to the use, construction, and evaluation of psychological tests.]

[479 Multisample Secondary Analysis] Fall, weeks 11–14. 1 credit. Prerequisite: Psychology 350 or equivalent. Not offered 1988–89.
TR 10:10–12:05. R. Darlington.

Statistical methods for analyzing and integrating the results of many independent studies on related topics.]

481 Experimental Social Psychology Fall. 4 credits. Limited to 20 students. Prerequisite: a course in social psychology or permission of instructor.
TR 2:55–4:10. D. Regan.

Selected topics in social psychology are examined in depth with an emphasis on the relationship between experimental research and the development of theory. Readings will be mostly primary sources. Among the theoretical approaches to social behavior we may discuss are social comparison theory, cognitive dissonance, attribution processes and social judgment, social exchange theory, and biological perspectives.

482 Death and Dying Spring. 4 credits. Limited to 20 juniors and seniors. Prerequisites: 6 credits in sociology or psychology.
TR 2:30–4:25. W. Collins.

Issues of death and dying in modern American society are explored from the perspectives of psychology, sociology, and the health-related professions. Possible inadequacies in current practice are examined and alternatives discussed.

[484 The Social Psychology of Close Relationships] Fall. 4 credits. Limited to 15 students. Prerequisites: a course in social psychology and a course in statistics and permission of instructor (by application). Not offered 1988–89.
R 2:30–5. D. Regan.

A seminar in which there will be intensive class discussion of topics such as how to analyze close relationships; development and change over time; the roles of emotion, power, love, commitment, exchange, and interdependence; and research methods for studying close relationships. Students will individually generate hypotheses about aspects of relationships and develop research strategies for testing them.]

[485 Human Development in Post-industrialized Societies (also Human Development and Family Studies 485)] Spring. 4 credits. Limited to 20 juniors and seniors. No prerequisites. Common Learning course. Not offered 1988–89.
TR 2:30–4:25. U. Bronfenbrenner and faculty team.

The course analyzes the implications for human development of the profound economic, technological, and social changes that have been taking place in modern societies. Particular emphasis is placed on the effect of these changes on the family, the school, the workplace, and the relations between these domains as they influence the development of intellectual and social competence in adulthood. The topic will be treated from the perspective of several relevant disciplines, including economics (Robert H. Frank), developmental psychology (Stephen Ceci), social anthropology (Robert J. Smith), human biology (Virginia Utermohlen), sociology (Phyllis Moen), and American and European history (Stuart Blumin and John Weiss). This is one of a series of Common Learning Courses specially designed to contribute to general education at the upperclass level. Each course focuses on a topic of significance to contemporary society and has been developed by a faculty team from different disciplines, with one instructor taking primary responsibility for the integration and teaching of the course.]

486 Interpersonal and Social Stress and Coping (also Sociology 486) Fall. 4 credits. Limited to 25 upperclass students. Prerequisites: background in psychology and introductory statistics, or permission of instructor.

T R 2:30–4:25. W. W. Lambert.

A critical review of work in intrapersonal, interpersonal, situational, and sociocultural sources of stress and the major psychophysiological concomitants of such stress; resultant coping strategies and aids to coping. Data from laboratory, industry, and other cultures will be analyzed.

488 Human Development in Context (also Human Development and Family Studies 488) Spring. 4 credits. Open to juniors, seniors, and graduate students. Prerequisites: one course in statistics (which may be taken simultaneously) and two courses in the social sciences, or one in human biology and one in the social sciences.

T R 2:30–4:25. U. Bronfenbrenner.

The course examines highlights of what is known about human development in the actual settings in which human beings live and grow. The material presented reveals how development in its various aspects—cognitive, emotional, and social—occurs through the progressive interplay between the maturing capacities and characteristics of an active, exploring, thinking human organism and the changing situational, cultural, and historical contexts in which the person lives. Particular emphasis is given to the role of the family, peer group, school, workplace, community, and social structure and belief systems of the larger society. Course work is carried out primarily through the analysis of selected studies that shed light on critical issues in development. The main focus is not on specific findings but on key processes and principles of development to which the findings point. Students are offered guidance and experience in analyzing and evaluating research reports, with particular emphasis on the nature and intellectual excitement of the scientific process and on the implications of scientific knowledge for public policy and practice. The course is organized in terms of successive stages in the life course. At each stage the material presented will emphasize change and continuity in the two-way developmental processes taking place between a biologically maturing person and the progressively more complex environments into which the person moves through the life.

489 Seminar: Selected Topics in Social Psychology and Personality (also Sociology 489) Spring. 4 credits. Prerequisites: one course in psychology and one course in sociology or permission of instructor.

Hours to be arranged. D. Bem.

The specific topics of discussion vary, but the general emphasis is on a critical examination of the study of individuals in social contexts.

490 History and Systems of Psychology Fall. 4 credits. Intended for juniors, seniors, and graduate students, majors and nonmajors. Prerequisites: at least three courses in psychology or related fields or permission of instructor.

M W F 2:30. H. Levin.

The course aims to acquaint students with the recent history of psychology and to help them to identify important trends and underlying assumptions in contemporary writings. After a discussion of relevant nineteenth-century developments, a number of the major historical systems will be surveyed: the introspectionist, functionalist, behaviorist, and Gestalt psychologies, psychoanalysis, and cognitive psychology. Emphasis will be on the ideas that have shaped modern psychology.

491 Research Methods in Psychology Spring. 4 credits. Enrollment limited to 25 students.

Recommended: permission of instructor, Psychology 350, experience in upper-division psychology courses, or graduate standing.

T R 1:25–2:40. D. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course will focus on designing and conducting experiments, i.e., how to turn

vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. Beyond learning methods of "correct" and rigorous experimentation, we will also discuss what makes a research study actually interesting. The course will, in addition, cover test construction, survey methods, and "quasi experiments." Students will concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

492 Sensory Function (also Biological Sciences 492) Spring. 4 credits. Prerequisites: A 300-level course in biopsychology, or Biological Sciences 222 or 311, or permission of the instructors. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years.

M W F 10:10; sec. hours to be arranged.

H. C. Howland, B. P. Halpern.

This course covers classical topics in sensory function such as vision, hearing, touch and balance, as well as some more modern topics like sensory coding, location of stimulus sources in space, and the development of sensory systems. Both human and nonhuman systems are discussed. In all cases the chemical, physical, and neurophysiological bases of sensory information are treated, and the processing of this information is followed into the central nervous system. At the level of *The Senses*, edited by Barlow and Mollon, and *Sense Organs*, edited by M. S. Laverack and D. J. Cosens.

Advanced Courses and Seminars

Advanced seminars are primarily for graduate students, but with the permission of the instructor they may be taken by qualified undergraduates. The selection of seminars to be offered each term is determined by the needs of the students.

A supplement describing these advanced seminars is available at the beginning of each semester and can be obtained from the department office. The following courses may be offered either term and carry 4 credits unless otherwise indicated.

502 Professional Writing in Psychology

510–511 Perception

512–514 Visual Perception

513 Learning

515 Motivation

517 Language and Thinking

518 Psycholinguistics

519–520 Cognition

521 Psychobiology

522 Topics in Perception and Cognition

523 Physiological Psychology

524 Sex Differences in Brain and Behavior (also Biological Sciences 524) Spring. 2 credits. Limited to 12 seniors and graduate students.

Hours to be arranged. T. DeVogt.

A survey of the newly discovered animal models for sex differences in the brain. Topics include the role of steroids in brain development, whether hormones can modify the structure of the adult brain, and the consequences of such sex differences in anatomy for behavior.

525 Mathematical Psychology

531 History of Psychology

535 Animal Behavior

541 Statistical Methods

543 Psychological Tests

544 Topics in Psychopathology and Personality

545 Methods in Social Psychology

547 Methods of Child Study

551 Distinguished Speakers

561 Human Development and Behavior

580 Experimental Social Psychology (also Sociology 580)

591 Educational Psychology

595 Teaching of Psychology

596 Improvement of College Teaching

600 General Research Seminar No credit.

605 Perception (also Psychology 205) 4 credits. J. Cutting.

[607 Chemosensory Perception (also Psychology 307)] 4 credits. Not offered 1988–89. B. P. Halpern.]

[609 Development of Perception (also Psychology 309)] 4 credits. Not offered 1988–89. E. Spelke.]

[612 Human Experimental Psychology Laboratory (also Psychology 412)] 4 credits. Not offered 1988–89. Staff.]

613 Obesity and the Regulation of Body Weight (also Nutritional Sciences 613) Spring. 3 credits. Limited to 30 students. Prerequisites: one course in psychology and one course in nutrition. Undergraduate students may register with permission of instructor. S-U grades optional. Offered alternate years.

T R 1:30–3. D. Levitsky.

This course is a multidisciplinary discussion of the causes, effects, and treatments of human obesity. Topics include the biopsychology of eating behavior, the genetics of obesity, the role of activity and energy metabolism, psychosocial determinants of obesity, anorexia nervosa, therapy and its effectiveness, and social discrimination.

[614 Knowledge and Reasoning (also Psychology 214)] 4 credits. Not offered 1988–89. C. Krumhansl.]

615 Concepts, Categories, and Word Meaning (also Psychology 415) 4 credits. F. Keil.

[616 Psychology of Language (also Psychology 416)] 4 credits. Not offered 1988–89. H. Kurtzman.]

[618 Psychology of Music (also Psychology 418)] 4 credits. Not offered 1988–89. C. Krumhansl.]

[622 Developmental Biopsychology (also Psychology 422)] 4 credits. Not offered 1988–89. B. Finlay.]

625 Brain and Behavior (also Psychology 425) 4 credits. B. Finlay.

626 Evolution of Human Behavior (also Psychology 326) 4 credits. B. Johnston.

629 Olfaction and Taste: Structure and Function (also Psychology 429 and Biological Sciences 429) 4 credits. B. P. Halpern.

670 Language and Cognition (also Psychology 370 and Linguistics 370) 4 credits. H. Kurtzman.

683 Seminar in Interaction (also Sociology 683)

[684 Cross-Cultural Psychology (also Psychology 384 and Sociology 384)] 4 credits. Not offered 1988–89.
Staff.]

[685 Sex Differences and Sex Roles (also Sociology 685 and Women's Studies 685)] Not offered 1988–89.]

[690 Seminar on Nutrition and Behavior (also Nutritional Sciences 690)] Spring, 3 credits.
Prerequisites: a course in psychology, Nutritional Sciences 361, and permission of instructor. S-U grades optional. Offered alternate years.

TR 1:30–3. D. Levitsky.
The seminar this year covers several current topics in nutrition and behavior. These topics include early nutritional insult and mental development, malnutrition and behavior, nutrition and learning, food additives and hyperkinesis, megavitamin therapy, inborn metabolic defects and mental illness, nutrition and depression, and hypoglycemia.]

691 Research Methods in Psychology (also Psychology 491) 4 credits.
D. Dunning.

692 Sensory Function (also Psychology 492 and Biological Sciences 492) 4 credits.
B. P. Halpern.

[696 Introduction to Sensory Systems (also Psychology 396 and Biological Sciences 396)] 4 credits. Not offered 1988–89.
B. P. Halpern.]

700 Research in Biopsychology

709 Developmental Psychology (also Psychology 209) 4 credits.
F. Keil.

710 Research in Human Experimental Psychology

[713 Perceptual and Cognitive Processes (also Psychology 313)] 4 credits. Not offered 1988–89.
Staff.]

715 Psycholinguistics (also Psychology 215) 4 credits.
H. Kurtzman.

717 The Origins of Thought and Knowledge (also Psychology 417) 4 credits.
F. Keil.

720 Research in Social Psychology and Personality

722 Hormones and Behavior (also Psychology 322 and Biological Sciences 322) 4 credits.
E. Regan, B. Johnston.

785 Theories of Personality (also Psychology 385 and Sociology 385) 4 credits.
W. W. Lambert.

900 Doctoral Thesis Research in Biopsychology**910 Doctoral Thesis Research in Human Experimental Psychology****920 Doctoral Thesis Research in Social Psychology and Personality****Summer Session Courses**

The following courses are also frequently offered in the summer session, though not necessarily by the same instructor as during the academic year. Not all of these courses will be offered in a particular summer. Information regarding these courses and additional summer session offerings in psychology is available from the department before the end of the fall semester.

101 Introduction to Psychology: The Frontiers of Psychological Inquiry**123 Introduction to Biopsychology****128 Introduction to Psychology: Personality and Social Behavior****192 Introduction to the Senses****209 Developmental Psychology****215 Introduction to Linguistics and Psychology****280 Introduction to Social Psychology****281 Interpersonal Relations and Small Groups (also Sociology 281)****325 Introductory Psychopathology****350 Statistics and Research Design****469 Psychotherapy: Its Nature and Influence****Romance Studies**

The Department of Romance Studies (Mary Gaylord, chairperson) offers courses in French literature, Italian literature, and Spanish literature. In addition, the department's program includes courses in French and Spanish languages and courses in French, Italian, and Hispanic culture. Through its course offerings and opportunities for independent study, the department seeks to encourage study of the interactions of the Romance literatures among themselves, with other literatures, and with other fields of inquiry.

See Modern Languages, Literatures, and Linguistics for further information about majors and courses.

Rumanian

See Modern Languages, Literatures, and Linguistics.

Russian Literature

P. Carden, G. Gibian (director of undergraduate studies, [fall], 193 Goldwin Smith Hall, 255-8347), N. Pollak, M. Scammell (chairman), S. Senderovich (director of undergraduate studies [spring], 169 Goldwin Smith Hall, 255-8350), G. Shapiro.

The Department of Russian Literature offers a variety of courses: some with readings in English translation, others in the original Russian, or both. The connection between Russian history, society, and literature is particularly close, so instruction and discussion in class often include a variety of topics, such as culture and intellectual history, as well as literature. Several courses are interdisciplinary, cosponsored with the departments of History, Economics, Government, Comparative Literature, etc. Students interested in majoring in Russian are strongly urged to take Russian 101–102 as soon as possible, preferably in their first year, or by their second at the latest. Russian 203–204, offered by the Department of Modern Languages and Linguistics, and Russian 201–202, offered by the Department of Russian Literature, complete basic language instruction and introduce students to literature. A further sequence of literature courses in Russian follows Russian 202.

For further information about courses and majors, see Modern Languages, Literatures, and Linguistics.

Sanskrit

See Modern Languages, Literatures, and Linguistics.

Serbo-Croatian

See Modern Languages, Literatures, and Linguistics.

Sinhala

See Modern Languages, Literatures, and Linguistics.

Sociology

R. L. Breiger, chairman; M. Abolafia, S. Caldwell, L. Cornell, J. Freeman, T. Gieryn, M. Hannan, D. P. Hayes, W. W. Lambert, R. McGinnis, M. McPherson, L. Meltzer, P. Moen, V. Nee, D. Nelkin, S. Olzak, B. C. Rosen, B. Rubin, L. Smith-Lovin, R. Stern, J. M. Stycos, P. Tolbert, D. Weakliem, R. M. Williams, Jr.

Sociology is concerned with the way individuals are organized into groups, networks, classes, institutions, and communities. Its specialties include analyses of social conflict and accommodation, population trends, organizational and institutional change, influence and power, the family, law, religion, medicine, and science. All public policy, local or national, is affected by these sociological issues.

The Department of Sociology offers the opportunity to develop fundamental theoretical insight and practical research skills appropriate for the study of social life. Graduates of the department take up careers in university, government, and private settings and in law, business, applied engineering, public policy planning, architecture, education, and other professions seeking men and women who demonstrate a disciplined understanding of society and social issues.

The Department of Sociology has particular strengths in (a) research methods, (b) institutions and organizations, (c) cross-cultural comparisons, (d) social psychology, (e) population studies, and (f) public policy analysis.

Related Courses in Other Departments

Students interested in sociology should also consult the lists of the following departments: Organizational Behavior (College of Industrial and Labor Relations), Human Development and Family Studies (College of Human Ecology), and Rural Sociology (College of Agriculture and Life Sciences).

The Major

Requirements for general sociology: (1) Any two introductory courses with a 2.5 minimum grade-point average (students are advised to take Sociology 101 and 103); (2) no later than the junior year, the 301–302–303 methods courses; (3) one course in the department at the 400 level or higher; and (4) 20 additional credits in sociology, of which 9 may be taken in related departments if approved by the student's adviser.

Requirements for social relations: This major is offered jointly by the Departments of Anthropology and Sociology. See page 249 for a description and a list of requirements.

Requirements for honors: Potential honor students are encouraged to begin taking the methods and statistics courses during their sophomore year and to take at least 2 credits of Sociology 491, Independent Study, during their junior year. Honors students take Sociology 495–496 during their senior year. Graduation with honors requires a cumulative average of at least B+ in all sociology courses and the successful completion of an oral defense of the honors thesis. Interested students should consult the director of undergraduate studies no later than the second semester of their junior year.

Society and economy program. Sociology majors who seek a career in business and management may elect to concentrate in the society and economy

program. This program is designed to prepare students for graduate school and professional schools of business and management, providing training in organizational behavior, quantitative data analysis, and economic sociology. For further information, consult Professor Victor Nee, 330 Uris Hall.

Cornell-in-Washington program. Qualified sociology majors may include a semester in the Cornell-in-Washington program, in which students take courses and undertake a closely supervised internship. For further information, see p. 7.

Supervised research. Qualified sociology majors are invited to participate with faculty members in conducting research. Such projects are usually initiated in one of two ways: the student may offer to assist the faculty member in an ongoing project, or the student may request that the faculty member supervise the execution of a project conceived by the student. In either case the student should enroll in Sociology 491. Interested students may direct inquiries to any faculty member.

Introductory Courses

101 Introduction to Sociology Fall or spring. 3 credits.

MWF 11:15. Fall: M. McPherson, L. Smith-Lovin; spring: M. Hannan.

A general survey of concepts, theory, and representative research in sociology.

103 Introduction to Sociology: Microsociology Fall. 3 credits.

MWF 9:05. D. Hayes.

An introduction to microsociology, focusing on concepts and theory of social processes within small groups, including the family. Emphasis is on leadership, conformity, social influence, cooperation and competition, distributive justice, and micro-analyses of interaction.

General Education Courses

202 Writing in the Social Sciences (also Writing 202) Fall or spring. 3 credits. Limited to 17 students each section. Prerequisite: one social science course.

Fall: TR 11:40–12:55; spring: TR 11:40–12:55. K. Hjortshoj.

This course helps students write and read with more confidence and skill, especially in the social sciences. The course investigates the ways in which social scientists use language. How and why does their writing vary? How do their theories, objectives, methods, and audiences affect their writing? We will address these questions through discussion and writing about works by social scientists in various fields. Both discussion and writing will aim to strengthen the composition skills that are important in academic work: analysis, comparison, and summary of texts; description and argument; handling of evidence, references, and quotations; and strategies for revision. Instruction will include frequent individual conferences on finished essays and work in progress. Students will write, and often revise, eight to ten papers—about thirty pages of finished work.

205 Introduction to Sociology: Population Dynamics (also Rural Sociology 201) Spring. 3 credits.

TR 1:25–2:40. J. M. Stycos.

An introduction to population studies, which includes the determinants and consequences of population change. The primary focus is on the influences of demographic dynamics on society and the economy, with emphasis on marriage, family formation, mortality, crime and deviance, migration, and marketing behavior.

240 Personality and Social Change Spring. 3 credits (4-credit option available).

TR 1:25–2:40. B. C. Rosen.

An analysis of social and psychological factors that affect and reflect social change. Topics to be examined will include models of man and society, national

character, modern melancholy, feminism, family and sex roles, industrialism, economic development, and psychocultural conflict.

[241 Applied Sociology Fall. 3 credits. (4-credit option available). Not offered 1988–89.

MWF 1:25. S. Caldwell.

Established professions—medicine, management, law, journalism—along with newer ones—polling, behavioral medicine, evaluation research—increasingly utilize sociological findings and methods. The benefit is often mutual, since the discipline of sociology gains from having its theories exposed to practical tests. Drawing frequently on case studies, this course probes the two-way flow of ideas and practices between modern professions and social research. Policy simulation exercises will be carried out on microcomputers.]

243 Family Fall. 3 credits

TR 10:10–11, plus one hour to be arranged;

B. C. Rosen.

A social and historical analysis of the family both in the West and cross-culturally. Specific areas examined include sex roles, socialization, mate selection, sex and sexual controls, internal familial processes, divorce, disorganization, and social change.

[245 Inequality in America Spring. 3 credits (4-credit option available). Not offered 1988–89.

TR 10:10–11:30. S. Olzak.

This course deals with sociological explanations for various forms of social and economic inequality, particularly inequalities associated with class and work. We will describe systems of inequality, analyze various theoretical explanations for those systems, and examine the various structures designed to reduce or eliminate inequality.]

248 Politics in Society Spring. 3 credits.

MWF 1:25. B. Rubin.

An examination of the relationships between economic, social, and political structures in industrial societies with particular emphasis on the United States. Topics include democratic forms of participation in society at large, social movements, the structure of power and its legitimation, the emergence of the welfare state, and the tensions between political and economic structures.

[263 Black Americans: Recent Social Changes

Fall. 3 credits (4-credit option available). Prerequisite: one course in sociology or Africana studies. Not offered 1988–89.

TR 12:45–2:15. R. Williams.

A critical synthesis of research evidence on the status of Black Americans since World War II. Primary emphasis is on changes in four major institutional sectors: economic, political, education, and social and cultural integration and separation. The latter sector includes residence and housing, voluntary associations, religious organizations, mass communications, expressive culture and ideologies, social stratification, and informal social networks. Future prospects will be appraised against the background of unprecedented institutional changes in American society.]

265 Hispanic Americans Spring. 3 credits (4-credit option available).

TR 2:55–4:10. H. Velez.

Analysis of the present-day Hispanic experience in the United States. An examination of sociohistorical backgrounds as well as the economic, psychological, and political factors that converge to shape and influence a Hispanic group-identity in the United States. Perspectives are developed for understanding the diverse Hispanic migrations, the plight of Hispanics in urban and rural areas, and the unique problems faced by the different Hispanic groups. Groups studied include Dominicans, Chicanos, Cubans, and Puerto Ricans.

277 Psychology of Sex Roles (also Psychology 277 and Women's Studies 277) Spring. 3 credits

(fourth credit for optional empirical research paper). Limited to 200 students. Prerequisite: an introductory psychology course.

TR 2:55–4:25. S. Bem.

This course addresses the question of why and how adult women and men come to differ in their overall life styles, work and family roles, personality patterns, cognitive abilities, etc. This broad question is examined from five perspectives: (a) the psychoanalytic perspective, (b) the biological perspective, (c) the historical and cultural evolutionary perspective, (d) the child development perspective, and (e) the social-psychological and contemporaneous perspective. Each of these perspectives is also brought to bear on more specialized phenomena relating to the psychology of sex roles, including psychological androgyny, women's conflict over achievement, the male sex role, equalitarian marriage relationships, gender-liberated child-rearing, female sexuality, homosexuality, and transsexualism.

283 Groups and Relationships Fall or spring. 3 credits. Enrollment limited to ten men and ten women in each section. Not open to freshmen.

M or R 7:30–10 p.m. L. Meltzer.

The processes and societal functions of small groups (such as teams, committees, and fraternities) and dyadic relationships (such as engaged couples, parent and child, and friends). Involvement in self-study as individuals and as group participants is an integral part of the course. The goal is increased sensitivity to group processes, heightened awareness of the effects we have on others, and an understanding of how these phenomena relate to larger societal phenomena.

Methods and Statistics Courses

301 Evaluating Statistical Evidence Fall. 4 credits.

MWF 10:10. R. L. Breiger.

A first course in statistical evidence in the social sciences; with emphasis on statistical inference and multiple regression models. Theory is supplemented with numerous applications.

302 Sociological Differences in Contemporary America Fall. 4 credits.

MWF 10:10. S. Caldwell.

A course providing training in analysis of socioeconomic data using introductory statistics. The course is organized around the analysis of data sets reflecting major areas of social science research. Emphasis is placed upon involving students in the use of computers in understanding contemporary society and social issues.

303 Design and Measurement Spring. 4 credits. Prerequisite: a course in sociology.

TR 3–5. D. Hayes.

Foundations of sociological analysis; issues arising from using humans as data sources; the quality of our primary data; methods of its collection; research designs in wide use and their limitations; pragmatic considerations in doing research on humans, organizations, communities, and nations.

Intermediate Courses

310 Sociology of War and Peace Fall. 4 credits. Prerequisite: a course in sociology or government.

TR 1:25–2:40. R. M. Williams, Jr.

Every human group, community, or society presents many examples of altruism, helping, cooperation, agreement, and social harmony. Each grouping or society also manifests numerous examples of competition, rivalry, opposition, disagreement, conflict, and violence. Both conflict and cooperation are permanent and common aspects of the human condition. Collective conflicts, especially wars and revolutions, are frequent and dramatic events. But "peace" and "war" are equally active social processes, not passive happenings. This course describes various commonly accepted but erroneous notions of the causes and consequences of war and deterrence. It deals with the major theories concerning the sources of war in international and intranational social systems. The last half of the course analyzes the modes, techniques, and outcomes of efforts to restrict, regulate, and resolve international conflicts.

324 Organizations and Associations Fall.

3 credits. Prerequisite: two courses in sociology.
TR 11:40–12:55. M. McPherson.

This course provides an overview of the literature on social organization as it bears on the formation, maintenance, and dissolution of formal organizations. These organizations are extremely diverse, ranging from large multinational firms to neighborhood improvement groups. Throughout the course we will seek to discover the theoretical similarities among these diverse forms. We will be reading from the literature on firms, unions, voluntary associations, churches, political groups, and other types of organizations. We will study how these organizations relate to one another, how individuals come to join them, and the process by which they grow and decline.

328 Sociology of Work Spring, 4 credits.

MWF 11:15. B. Rubin.

With the exception of those too rich, too ill, too young, or too old, most people in the United States will spend the majority of their waking lives working. Some will spend that time engaged in activity they enjoy. Others will be trapped in jobs that deaden the senses, cramp creativity, and provide only a paycheck as a reward. Nevertheless, the centrality of work in most of our lives is taken for granted; so too are the ways in which work is organized, rewards are distributed, and (though perhaps less so) workers recruited. The purpose of this course, then, is to explore, and thereby increase our understanding of, the underlying causes and consequences of the organization of work in capitalist America.

[341 American Society] Spring, 4 credits.

Prerequisite: a course in sociology or permission of instructor. Not offered 1988–89.

MWF 9:05. R. M. Williams, Jr.

Analysis of a total societal system. Critical study of the institutions of kinship, stratification, the economy, the policy, education, and religion. Special attention is given to values and their interrelations and to deviance and evasion. A survey of the groups and associations making up a pluralistic nation is included.]

348 Sociology of Law Fall, 4 credits.

MWF 1:25. C. Bohmer.

Legal decisions and legal practices viewed within the context of society's institutions and customs. Topics vary from semester to semester but deal with issues such as civil rights versus society's rights, variations in permissible sexual practices in different cultures, the social organization of police departments and its effects on justice and equity, changing divorce laws in relation to changes in the status of women, the role of psychiatry in the legal process, and judicial attitudes toward rape victims.

350 Organizations, Individuals, and Social Structure Spring, 4 credits. Prerequisite: one course in sociology.

TR 10:10–11:25. D. Weakliem.

Organizations are composed of people, but at the same time they can be regarded as actors in their own right, distinct from their members. This course introduces recent sociological theory and research on the relations among organizations and between organizations and individuals. Topics include the reasons for organization, effects on social conflict, stratification among organizations, and the extent to which organizations represent their members' interests. Examples will be taken from firms, labor unions, and political organizations.

355 Social and Political Studies of Science (also City and Regional Planning 442 and Biology and Society 442) Spring, 3 credits.

M 2:30–4:25. T. Gieryn.

A view of science, less as an autonomous activity than as a social and political institution. We will discuss such issues as secrecy in science, ethical and value disputes, and the limits to scientific inquiry in the context of the changing relationships between science and the public.

364 Race and Ethnicity Spring, 4 credits.

TR 1:25–2:40. S. Olzak.

This course examines the sociology of race and ethnic relations in the United States, Western Europe, South Africa, and other settings. The topics covered include the role of immigration and competition, the dynamics of upward mobility for some (but not all) ethnic-racial groups in the United States, the sociology and politics of ethnic-racial caste systems such as apartheid in South Africa, and the dynamics of ethnic boundaries in developing countries compared to those in underdeveloped countries.

367 Latin American Society Spring, 2–3 credits

(third credit earned by doing a research paper).

M 2:30–4:30. D. Gilbert.

Latin American revolutions examined in the context of long-term processes of social and economic change. Focus on Mexico, Cuba, and Central America. Topics include development strategies, the relationship between economic growth and distribution, class conflict in urban and rural settings, demographic change, and the influence of foreign investors and their governments.

369 Contemporary Chinese Society Spring,

4 credits.

TR 2:55–4:10. V. Nee.

This course provides an introduction to Chinese society, its social organization, and its institutions. Since 1949 the various development models China has pursued have had differing consequences for society. What effects have they had on societal change—on stratification, community development, politics, the economy, work, schooling, family life, the position of women, personal relationships, and the meaning of life and values? What lessons can we draw from the Chinese experiences in implementing state-directed social change? How do we assess their accomplishments and failures? Recent field research on China will be cited.

372 Sex Discrimination: Law and Social Policy (also Women's Studies 372 and Government 306)

Spring, 4 credits.

MWF 10:10. C. Bohmer.

This course will cover the legal and social trends in the area of sex discrimination. It will examine the relationship between feminist consciousness and developments in gender-related constitutional law. We will discuss the meaning of sex discrimination in the context of various areas of importance and examine the role of the law in redressing or perpetuating social and legal inequities.

[375 Economic Sociology] Fall, 4 credits. Not offered 1988–89.

TR 2:30–4. M. Hannan.

Considers a variety of topics at the border of sociology and economics, with special attention to the sociological constraints on economic organization and the impacts of economic organization on social change. Topics covered include marriage market, careers, the structure of firms and industries, world system processes, social movements, and revolution.]

[383 Social Interaction (also Psychology 383)]

Spring, 4 credits. Prerequisite: a course in social psychology. Not offered 1988–89.

MW 2:30–4:30. D. Hayes.

Fine-grain analyses of social behavior, its structure, changes, and determinants. Extensive practice in analysis of filmed and taped interactions. Student research is required throughout the course.]

[384 Cross-Cultural Psychology (also Psychology 384)]

Spring, 4 credits. Not offered 1988–89.

MWF 11:15–12:05. W. W. Lambert.

A critical survey of approaches, methods, discoveries, and applications in emerging attempts to study human nature, experience, and behavior cross-culturally. Focus on studies of cognition, values, socialization, sociolinguistics, personality, attitudes, stereotyping, ideology, sociocultural development, and mental illness. Problems of how one can learn another culture will also be dealt with.]

385 Theories of Personality (also Psychology 385)

Spring, 4 credits. Prerequisite: Psychology 101 or 275, or permission of the instructor.

MWF 11:15. W. W. Lambert.

An intermediate analysis of comparative features of the historically and currently important theories of personality, with an evaluation of their systematic empirical contribution to modern personality study, to psychology, and to other behavioral sciences.

Advanced Courses

The following courses are intended for advanced undergraduates with substantial preparation as well as for graduate students in sociology and related disciplines. Students who are not sure whether their background is sufficient for a particular course should consult the professor in charge.

403 Social Networks and Social Structure Spring, 4 credits.

T 10:10–12:05. R. L. Breiger.

A critical survey of theories and techniques of structural analysis in sociology, centering on the usefulness of social network analysis in providing integration of studies at different levels of generality. Applications in the areas of the sociology of organizations, community studies, social stratification, and dependence relations among nations. Emphasis on the mutual relevance of theories and operational research procedures.

405 Sociology of Emotions Fall, 3 credits.

Prerequisite: at least one of Sociology 101, 103, or 205.

MWF 1:25. L. Smith-Lovin.

The seminar examines (1) theories that explain emotion response as a function of social interaction and (2) the impact of emotional displays on social processes such as attribution, labeling, and identity maintenance. Sociological approaches to emotion are compared with psychological and biological views. Readings include classic works as well as current theory and research. Student research is an integral part of the course.

420 Mathematics for Social Scientists Fall, 2–4 credits.

MW 1–3; lab, F 1–3. R. McGinnis.

Elementary matrix algebra, probability theory, and calculus.

426 Policy Research (Cornell-in-Washington)

Spring, 3 credits (4-credit option available).

Prerequisite: a course in multivariate methods.

R 9–11. S. Caldwell.

Examines the distinctive character of that social research which is sponsored and carried out explicitly for the purpose of informing policy. Intended especially for students considering nonacademic careers. Draws frequently from case studies to probe the methodological requirements, substantive flavor, and partisan context of applied research and also to identify the institutional actors involved in its sponsorship, production, and use.

[443 Ethnicity and Economy in American Society]

Spring, 4 credits. Not offered 1988–89.

TR 2:55–4:10. Nee.

The course analyses the relations between ethnic membership, economic action, and class position in American society. What effect does ethnic membership have on getting a job, on educational attainment, and on who gets ahead? Sociological theories and the empirical evidence to support them are reviewed. The course argues that ethnicity and class are intertwined and seeks to explore the relative weight of ethnicity in attainment in American society.]

[444 Contemporary Research in Social Stratification]

Fall, 4 credits. Not offered 1988–89.

R. L. Breiger.

Stratification and mobility as paired concepts requiring mutual articulation. The interplay of structure (occupational groups, labor markets, organizational demographics, social classes) and process (tracking, career trajectories, socioeconomic attainment).]

460 Field Research in Sociology Spring.
4 credits.

3:15–5:45. V. Nee.

This course will deal with the organization and execution of studies of social life in naturally occurring settings—through participant observation and various forms of interviewing, as well as through the analysis of personal and historical documents. After a brief discussion of selected issues in the methodology and social research, attention will center on a critical examination of five published studies—to ascertain in each case just what the investigator was trying to do and the extent to which he or she succeeded. During the semester each student will be expected to develop a detailed study design and to do whatever preliminary tasks that are necessary. This may be a doctoral dissertation, an M.A. research project, or some other inquiry on a problem of personal interest.

463 Political Sociology Fall. 4 credits.
Prerequisite: Sociology 248 or equivalent or any three courses in sociology and government.

T R 11:40–12:55. D. Weakliem.

Analyzes the relation between politics and social structure, focusing on contemporary capitalist democracies. Considers classical and contemporary views on social class and political behavior. Topics include voting behavior, political ideology, and the nature of political power.

[467 Seminar on the Nicaraguan Revolution]
Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

M 2–4:30. D. Gilbert.

The Sandinista revolution in sociological perspective. Topics to be covered include the agro-export basis of prerevolutionary society, the origins of the 1979 revolution, the ideology and organization of the FSLN, postinsurrection politics, Sandinista political economy and social policy, religion and revolution, women in the revolution, and United States–Nicaraguan relations. Students will write a substantial research paper. Previous academic or personal exposure to Latin America is desirable.]

[468 Women and Achievement] Fall. 4 credits. Not offered 1988–89.

T 1:30–3:30. B. C. Rosen.

An analysis of social and psychological factors affecting female achievement. Topics will include women in the labor force, sex differences in children's achievement, the impact of sex roles on the socialization of competence and achievement among women, and the impact of marriage and the family on career choice and occupational achievement.]

[470 Research Seminar in Social Movements and Collective Action] Spring. 4 credits. Limited to 15 students. Primarily for sociology majors and upper-division students. Not offered 1988–89.

R 2:30–4:30. S. Olzak.

Analysis of the dynamics of social movements, including such topics as causes of the women's movement, the civil rights' movement, anti-apartheid activity, as well as historical social movements in the United States and elsewhere. The emphasis will be on learning contemporary sociological methods and techniques for collecting and analyzing instances of collective behavior and event-histories of social movements. Students will have access to several original data sets of collective action and will present their own research during the course of the seminar.]

485 Social Structure and Personality Fall.
4 credits.

T 1:25–3:25. B. C. Rosen.

An analysis of the ways in which social and psychological factors interact to affect the development of personality, the rates of individual and group behavior, and the functioning of social systems.

486 Interpersonal and Social Stress and Coping (also Psychology 486) Fall. 4 credits. Limited to 20 upperclass students. Prerequisite: background in psychology and introductory statistics, or permission of instructor.

T 2:30–4:45. W. W. Lambert.

A critical review of work in intrapersonal, interpersonal, situational, and sociocultural sources of stress; the major psychophysiological concomitants of such stress; resultant coping strategies and aids to coping. Data from the laboratory, industry, and other cultures will be analyzed.

491 Independent Study Fall or spring. 1–4 credits.

For undergraduates who wish to obtain research experience or to do extensive reading on a special topic. Interested students must submit a petition, available at the departmental offices, 314–318 Uris Hall. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure agreement of a faculty member to serve as supervisor for the project throughout the term. Graduate students should enroll in 891–892.

495 Honors Research Fall or spring. 4 credits.
Limited to sociology majors in their senior year.

Prerequisite: permission of instructor.

Hours to be arranged. S. Olzak and staff.

496 Honors Thesis: Senior Year Fall or spring.
4 credits. Prerequisite: Sociology 495.

Hours to be arranged. S. Olzak and staff.

497 Social Relations Seminar (also Anthropology 495) Spring. 4 credits. Limited to seniors majoring in social relations.

Hours to be arranged. Staff.

Graduate Core Courses

These courses are primarily for graduate students in sociology but may be taken by other graduate students with permission of the instructor. Graduate students in sociology will normally take each of the five courses listed below, but with the concurrence of their special committees other arrangements may be made.

501 Basic Problems in Sociology I Fall. 4 credits.
T 3–5. V. Nee.

Analysis of theory shaping current sociological research. Examination of several central problems in sociological inquiry provides an occasion for understanding tensions and continuities between classical and contemporary approaches, for indicating the prospects for unifying microsociological and macrosociological orientations, and for developing a critical appreciation of efforts to integrate theory and research.

502 Basic Problems in Sociology II Spring.
4 credits.

W 10:10–12:05. R. L. Breiger.

Analysis of theory shaping current sociological research. A continuation of Sociology 501.

505 Research Methods I: Logic of Social Inference Fall. 4 credits. Prerequisite: a first course in statistics and probability.

M W F 9–11 (including the weekly lab). S. Caldwell. The stages and logic of social inquiry, using the formal language of multivariate regression, with emphasis on applications. Threats to inference—and techniques for meeting such threats—are examined within each stage of inquiry: conceptualization; measurement; design; specifying, exploring, testing and evaluating models; dissemination and influence of results. Scope includes survey, comparative-historical, and experimental styles. Work load includes weekly lab exercises with data, attention to subject-matter articles, and a research proposal. The first course in a three-course methods sequence (505–507).

506 Research Methods in Sociology II Spring.
4 credits. Prerequisites: Sociology 420 or 505 or equivalent.

M W F 1–3. R. McGinnis.

Matrix models for analyzing continuous (interval or ratio scalar) outcome variables, emphasizing the general linear model. Model assumptions, consequences of violations, and regression diagnostics. Weekly assignments using mainframe SAS or micro Minitab for analysis of on-line data sets.

507 Research Methods in Sociology III Fall.
4 credits. Prerequisite: Sociology 505.

W 3:30–5:30. M. Hannan.

Treatment of models and methods for analyzing qualitative (discrete) outcomes. Attention is given to both static and dynamic models and methods. Topics covered include log-linear models for cross-classifications, regression models for discrete outcomes, and event-history analysis.

Graduate Seminars

These seminars are primarily for graduate students but may be taken by qualified advanced undergraduates who have permission of the instructor. Which seminars are to be offered any term is determined in part by the interests of the students, but it is unlikely that any seminar will be offered more frequently than every other year. Lists and descriptions of seminars are available from the department in advance of each semester. The list below indicates seminars that are likely to be offered in 1988–89, but others may be added, and some may be deleted. Students should check with the department before each term.

[509 Seminar on Sociology of Organizations (also Management NRE 509)] Fall. 4 credits. Not offered 1988–89.

Hours to be arranged. J. Freeman.

This course explores current research on organizations. The current literature can be broken up into four subareas: (1) population ecology of organizations (the class will read Hannan and Freeman, *Organizational Ecology*); (2) institutional theory; (3) organizations as mechanisms of social stratification (including work on occupational mobility and internal labor markets); and (4) economics of organization (including such topics as agency theory, transaction costs, and economic approaches to collective action). These areas will be explored in depth reflecting student interest. For each, stress will be placed on the opportunities for empirical research and limitations of operationalization.]

515 The Politics of Technical Decisions I (also City and Regional Planning 541, Management NBA 686, Biology and Society 415, and Government 628) Fall. 4 credits.

M 2:30–4:25. T. Gieryn.

Political aspects of decision making in technical areas. Drawing from recent risk disputes, we will examine the origins and characteristics of "technical politics," the role of experts in government, and the problem of expertise in a democratic system.

516 The Politics of Technical Decisions II (also City and Regional Planning 542, Management NBA 687, Biology and Society 416, and Government 629) Spring. 4 credits.

Prerequisite: The Politics of Technical Decisions I.

Hours to be arranged. T. Gieryn.

Continuation of the Politics of Technical Decisions I. Political aspects of decision making in technical areas. Drawing from recent risk disputes, we will examine the origins and characteristics of "technical politics," the role of experts in government, and the problem of expertise in a democratic system.

551 Seminar in Collective Action Spring.
4 credits.

R 3–5. S. Olzak.

Examination of current research and theory in collective action, including neo-Marxist, resource mobilization, breakdown, and competition perspectives of the rise and fall of collective action and social movements. Comparison of different methods of data collection and analysis, including examination of recent event-history methods applies to collective-action research.

[555 Social Structure and Social Change] Spring.
4 credits. Not offered 1988–89.

T 1–3. M. Hannan.

Considers application of sociological theory and methods to the study of core problems of social structure and social change. Involves intensive analysis of recent monographs and research reports on a variety of topics.]

563 Contemporary Research in Political Sociology Spring, 4 credits.

W 3:15–5:45. D. Weakliem.
Considers research from several theoretical perspectives in political sociology. The main focus will be on contemporary society, but some historical work may be included. Topics may include state economy relations, class structure and politics, and political ideology, among others.

[565 Seminar on Voluntary Associations Spring, 4 credits. Not offered 1988–89.

M 3–5:30. M. McPherson.
This is a study of the literature on voluntary associations, which can be described as groups that are not business, government, or family. The literature reflects the extreme diversity of the subject: there are thousands of references in sociology, political science, anthropology, psychology, economics, and related areas. The course will draw on readings from a broad selection of these sources, beginning with some of the earliest references and finishing with some modern empirical and theoretical work.]

[582 Models of Social Action Spring, 4 credits. Not offered 1988–89.

T 9:30–12. L. Smith-Lovin.
This course introduces students to models that link meaning, knowledge, and social behavior. Three types of models will be explored: (1) models that relate social structure to shared knowledge; (2) production system approaches, which view knowledge as a role program; and (3) cybernetic models, which suggest that meaning and behavior can be described as a negative feedback system. Related work on knowledge representation in psychology, linguistics, and artificial intelligence will be reviewed.]

591 Special Seminars in Sociology Fall and spring, 2–4 credits.

Hours to be arranged. Staff.
These graduate seminars will be offered irregularly. Topics, credit, and instructors will vary from semester to semester. Students should look at the sociology department bulletin board at the beginning of each semester for possible offerings.

606–607 Sociology Colloquium Fall and spring. No credit. Required of all graduate students. Juniors and seniors are encouraged to attend.

F 3:30–5. Staff.
A series of talks representative of current research interests in sociology, given by distinguished visitors and faculty members.

608 Proseminar in Sociology Fall. One credit. Required of all first-semester graduate students.

T 11:40–12:55. S. Olzak and staff.
Discussions on the state of sociology and on the interests of the members of the field, given by members of the field.

[616 Business, Labor, and the State Fall, 4 credits. Not offered 1988–89.

W 2:30–5. B. Rubin.
An advanced seminar in the political economy of capitalism. Political economy is an approach to the study of social structure that emphasizes the interrelations of political forces and economic structures in a concrete historical context. The underlying concerns of the course and the issues that will structure most of the reading and discussions are the distributional consequences of advanced capitalism. For example: Who benefits from certain economic processes (inflation, unemployment, and economic growth)? Does state intervention in the economy freeze existing distributional structures? Does state activity redistribute the economic pie from one group to another? Has the working class materially benefited from unionization and militancy?]

[617 Capital, Labor, and Organization of Work Fall, 4 credits. Not offered 1988–89.

W 2–4:30. B. Rubin.
This is a research seminar that deals with structural determinants of work-related inequalities. The goals of the course will be for us to acquire a theoretical

understanding of these issues and to identify potentially interesting and important empirical questions that speak to these theoretical concerns. The topics that will be covered span the literatures in a variety of subdisciplines: social stratification, sociology of work, organizational theory, sociology of occupations and industries, and labor economics. The organizational framework for relating these literatures will be the roles of characteristics of capital (e.g., employers, organizations, industrial contexts) and labor (e.g., worker organization and control over the labor process), and the relations between the two, in generating economic and noneconomic work-related inequalities. We will focus primarily, though not exclusively, on the United States case.]

620 Processes in Small Groups Spring, 4 credits. T 2–4:30. L. Smith-Lovin.

Analysis of processes in small groups, including communication, cohesiveness, norm development, group culture, conformity, deviance, status differentiation, leadership, power, and productivity. The seminar will cover both theory and research methods in the investigation of groups in face-to-face interaction.

627 Models of Error Spring, 4 credits. T 3–5:30. M. McPherson.

This is a methods seminar that focuses on solutions to the classical problems of estimation in linear models: measurement error in the independent variables, specification error, reciprocal effects, multiple indicators, unmeasured variables, correlated errors, and the like. The goal of the course will be to gain facility in the use of now-standard solutions to these problems, such as the LISREL model, the EQS approach, and such variants as LINCOS. Both mainframe- and micro-based applications will be explored. We will integrate both theory and practice by studying the underlying statistical models and applying them to standard datasets. The standard core methods sequence will be ample preparation for this course.

[645 Comparative Race and Ethnic Relations Spring, 4 credits. Not offered 1988–89.

R 2:30–5. S. Olzak.
Evaluation of recent research and theory in the study of race and ethnic relations, including analysis of the stability and dynamics of ethnic boundaries, causes of ethnic solidarity, and ethnic collective action. We will also examine causes of ethnic stratification, mobilization, separatism, and other forms of ethnic social movements and protest.]

683 Social Interaction (also Psychology 683) Spring, 4 credits.

M 3:15–5:45. D. Hayes.
Seminar: topic to be announced.

[685 Sex Differences and Sex Roles (also Psychology 685 and Women's Studies 685) Fall, 4 credits. Not offered 1988–89.

Hours to be arranged. S. Bern.]

891–892 Graduate Research 891, fall; 892, spring. Up to 4 credits each term, to be arranged. Prerequisite: graduate status and permission of a faculty member willing to supervise the project.**895–896 Thesis Research** 895, fall; 896, spring. Up to 6 credits each term, to be arranged. Prerequisite: permission of thesis director.**Related Courses in Other Departments****Contemporary Family Theory and Research (Human Development and Family Studies 650)**

Spring, 3 credits.
T 9:30–12. P. Moen.

Families and Social Policy (Human Development and Family Studies 456) Fall, 3–4 credits.

Prerequisite: one course in the area of the family or in sociology. S-U grades optional. On campus and in Washington.
F 10–12. P. Moen.

Organizational Theory and Behavior (Management NCC 504) Fall, 3 credits.

Hours to be arranged. M. Abolafia.

Population Policy (Rural Sociology 418) Fall, 3 credits.

R 1:25–4:30. J. M. Stycos.

Strategy Implementation: Process and Politics (Management NBA 660) Fall, 4 credits.

M W 11:30–12:45. M. Abolafia.

Spanish

See Modern Languages, Literatures, and Linguistics.

Swahili

See Africana Studies and Research Center.

Swedish

See Modern Languages, Literatures, and Linguistics.

Tagalog

See Modern Languages, Literatures, and Linguistics.

Tamil

See Modern Languages, Literatures, and Linguistics.

Thai

See Modern Languages, Literatures, and Linguistics.

Theatre Arts**Drama, Dance, Film**

B. Levitt, chairman; R. Archer, S. Banes, D. Bathrick, N. Carroll, S. R. Cole, P. J. Curtis, D. Feldshuh, J. Finch, D. Fredericksen, E. Gainor, N. Gaspar, P. Gill, P. Guion, D. Hall, M. Hays, J. Johnson, J. Kovar, H. Lau, J. Moon, J. Morgenroth, E. Newman, J. O'Neal, S. Perkins, M. Rivchin, P. Saul, A. Van Dyke

Through its courses and production laboratories, the department provides students with a wide range of opportunities in drama, dance, and film. It offers a major in theatre arts with a concentration in drama or film, and a major in dance. These majors provide students with an education in theatre, dance, and film that is in accordance with the general liberal arts ethic of the college, and they also provide some measure of preprofessional training in these arts. The department also provides the Cornell community with opportunities to participate in productions on an extracurricular basis.

Theatre Arts Major

Prerequisites for admission to the major (to be completed by the end of the sophomore year):

- 1) Theatre Arts 230.

- 2) Either Theatre Arts 250 or 280.
- 3) A grade of C or better in the above courses.
- 4) Consultation with the department's director of undergraduate studies.

Drama Concentration

Requirements for the class of 1988 and beyond:

- 1) Theatre Arts 201 or 206, 230, 250, and 280.
- 2) Four laboratory courses distributed as follows: one run-crew experience (151), one stage management experience (153), one acting or dance experience (155), one advanced crew or second run-crew in a different area (151, 251, 351, or 451).
- 3) Four courses in theatre studies, chosen in the following manner: one course from Theatre Arts 325, 326, 327; one course from Theatre Arts 331, 332, 333; one course from Theatre Arts 334, 335, 336; one course from Theatre Arts 431, 432, 433, 434, and 435.
- 4) Three courses (at least 9 credits) in other departmental courses, chosen in consultation with the student's faculty adviser.
- 5) Two courses in related areas outside the department, chosen in consultation with an adviser.
- 6) Courses in which a student receives a grade below C cannot be used to fulfill the requirements for the major.

Film Concentration

Requirements:

- 1) Theatre Arts 230 or 240, 250 and 280.
- 2) Theatre Arts 374 with a grade of C+ or better.
- 3) 16 credits in film that should include:
 - a) two courses chosen from Theatre Arts 375, 376, 378, and 379;
 - b) Theatre Arts 377;
 - c) Theatre Arts 475 or 477.
- 4) 8 credits in other theatre arts courses.
- 5) 12 additional credits of related work outside the department.
- 6) An average of C+ or better in all theatre arts courses.

The Dance Program

The dance program offers courses in technique, improvisation, composition and performing, the scholarly study of dance history, anatomical analysis of movement, and aesthetic theory.

Technique classes include modern dance at four levels, ballet at three levels, and jazz at two levels. Dance forms such as tap, historical dances, Japanese Noh, Indian, and Javanese dance are offered on a rotating basis. Technique classes are intended to develop strength, flexibility, coordination, and the ability to perceive and reproduce phrases of dance movement with clarity of rhythm, body design, and expression. The more advanced classes require the mental, physical, and emotional ability to perform complex phrases in various styles. Students may earn up to 4 academic credits (1 each semester) in level three and four technique only (see Theatre Arts 304, 306, and 308). They may also satisfy the physical education requirement by taking technique classes. The schedule for all technique classes is available in the main office of the Center for Performing Arts. Registration for technique classes takes place in Teagle Hall. Students taking technique for academic credit must also register through their colleges.

The faculty offer rehearsal and performance workshops in which they choreograph and rehearse original dances that will be performed in concert. Admission to rehearsal and performance classes is by audition. Students may receive one academic credit (S-U grades only) for performing in student-faculty concerts by registering in Theatre Arts 155.

Dance Major

To be admitted to the major, students must have completed or shown competence in intermediate modern technique by the beginning of the junior year.

Requirements:

- 1) A minimum of one technique class each term chosen from Theatre Arts 304, 306, or 308, one credit each term for four terms.
- 2) Theatre Arts 210, 211, 312, 314, and 315.
- 3) 20 additional credits in related fields chosen in consultation with advisers.

Departmental Honors Program

Candidates for the degree of Bachelor of Arts with honors in theatre arts must fulfill the requirements of the major and maintain an average of B+ in departmental courses and an average of B in all courses. Any such student may, at the beginning of the second semester of the junior year, form a committee of three faculty members to guide and evaluate the honors work. The work will culminate in an honors thesis or practicum to be presented not later than the last day of classes in the final semester of the senior year and an examination to be held not later than the week after the thesis or practicum has been submitted.

Theatre Laboratories

The department annually presents a season of classic and modern dramas, dance concerts, and experimental theatre. This organization functions as the department's principal laboratory for developing actors, directors, dancers, playwrights, designers, technicians, stage managers, and arts administrators.

Production experiences are under the direct supervision of the department's staff and are organized into laboratory courses according to the skill and level of involvement. Students may register for the laboratories most appropriate for their participation.

- 1) Design and technology laboratories: Students may enroll either term in Theatre Arts 151, 153, 251, 351, or 451. These courses progress from elementary crew participation to full design, technical, and stage management assignments. Laboratories should be taken concurrently with allied content courses.
- 2) Rehearsal and performance laboratory: Students may enroll in Theatre Arts 155, 751, or 752 after being assigned roles through auditions in theatre or dance productions.

All production laboratory courses listed above may be repeated for credit and may be added without penalty at any time during the term with the permission of the instructor. Students are also encouraged to participate in Theatre Cornell productions at any time on an extracurricular noncredit basis.

Film Study Abroad

The College of Arts and Sciences, through this department and in consort with seventeen other colleges and universities, offers up to a full year's study at the Inter-University Center for Film and Critical Studies in Paris, France. The center's program is theoretical, critical, and historical. It is most useful to students pursuing a major in film studies and serves as an intensive supplement to their Cornell film courses. Fluency in French is required, and Theatre Arts 374, 375, and 376 are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

Scholarship

The Charles B. Moss Scholarship is administered by the department. The recipient is chosen from among those majors in the department who demonstrate exceptional ability in theatre production.

Freshman Writing Seminar Requirement

The freshman writing seminar requirement may be satisfied by Theatre Arts 108, 130, 140, or 150.

Courses

130 American Myth in Drama Fall or spring. 3 credits.

T R 10:10–11:25. J. Balakian.

This course examines the images of America presented on the twentieth-century stage. How do Americans view themselves? How are they seen by foreign dramatists? To what ends do dramatists use the American myth?

140 From Script to Stage: Writing about the Theatrical Process Fall or spring. 3 credits.

T R 11:40–12:55. A. Johnson; M W F 12:20. H. Xu.

In this course students will explore and write about the process through which drama becomes theatre: how the methods of playwright, actor, director, and designer dovetail to create the theatrical piece. Students will be asked to apply the rhetorical strategies of theatre to their own essay writing. Texts will include Theatre Cornell productions.

150 Looking at Dance Fall. 3 credits. Not offered 1988–89.

This course will explore various aspects of dance writing, including descriptive prose, essays, and reviews. The work of some twentieth-century critics and philosophers will be read for information and perspective and as models of style. Viewing of photographs, films, videotapes, and live performance will complement the readings.]

151 Production Laboratory I Fall or spring. 1–2 credits. May be repeated for credit. Orientation meeting in the scene shop in the Center for Performing Arts at 7:30 p.m. on the first Tuesday of classes.

D. Hall and staff.

Practical experiences connected with Theatre Cornell productions. Possible options are construction of costumes or scenery or the preparation of lights for productions. Also available are experiences backstage during performances and assisting with the organization of scenery, properties, or costumes. No prior classes or experience required. Instruction in basic techniques by appropriate faculty.

153 Stage Management Production Laboratory

Fall and spring. 1–3 credits. May be repeated for credit. Orientation meeting in the scene shop in the Center for Performing Arts at 7:30 p.m. on the first Tuesday of classes.

P. Guion.

Practical production experience and specific responsibility—on all levels—in stage management of department productions. Theatre Arts 370 complements this course. Guided and supervised by appropriate faculty on individual productions.

155 Rehearsal and Performance Fall or spring. 1–2 credits; 1 credit per production experience per term up to 2 credits per term. Students must register for the course in the term in which credit is earned; requests for retroactive credit will not be honored. Limited to students who are assigned roles after tryouts at the department's scheduled auditions or who are assigned assistant director positions after obtaining director's approval. Students should add this course only after they have been assigned roles. S-U grades only. Staff.

The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

200 Introduction to Dance Spring or summer. 3 credits. Not offered 1988–89.

M W F 1:25. J. Morgenroth and staff.

Introduction to aesthetic and theoretical issues in Western theatrical dancing, with emphasis on the twentieth century. Viewing of films and videotapes and discussion of readings. Two papers.]

201 Dance Improvisation Fall. 3 credits. Limited to 12 students. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through department roster in the main office of the Center for Performing Arts.

T R 4:50–6:20. J. Morgenroth.

Exploration of movement invention and group composition through structured dance improvisation. Live musical accompaniment.

206 Making Dances to Music Spring. 3 credits. Limited to 10 students. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through department roster the main office of the Center for Performing Arts.

T R 4:50–6:20. P. Saul.
An introduction to the world of expression through movement to music (no previous experience required). Experiments choreographing to various music styles. In-class improvisation will lead to composition assignments using popular, classical, and contemporary avant-garde music. Studies will be performed at mid-term and end-of-semester informal studio showings. Films and videotapes will be viewed. Additional requirements: attendance at performance of Cornell Dance Series and one short paper.

210 Beginning Dance Composition and Music Resources Fall. 4 credits. Limited to 10 students. Concurrent enrollment in a dance technique class at the appropriate level is required. Prerequisite: permission of instructor or audition at the first class session. Registration only through Department of Theatre Arts office in the Center for Performing Arts.

M W 6:30–8. J. Finch and staff.
Weekly assignments are designed to introduce students to basic elements of dance traditionally and currently used in the choreographic process. Problems are defined and explored through class improvisation as a way to encourage fresh, individual solutions. Students compose and present a series of short studies that are discussed and reworked before being performed at informal studio showings and outreach events. One additional hour per week will be arranged for music-related activities. The music resource faculty will introduce a new composer each week and orient the class regarding problems and possibilities with sound collaborations. Students are expected to attend campus dance activities for class discussion.

211 Beginning Dance Composition and Music Resources Spring. 4 credits. Limited to 10 students. Prerequisite: Theatre Arts 210. Concurrent enrollment in a dance technique class at the appropriate level is required. Registration only through Department of Theatre Arts Office in the Center for Performing Arts.

M W 6:30–8. J. Finch and staff.
A continuation of Theatre Arts 210. More-complex problems will be assigned, such as sustaining a solo idea, setting material on a group of dancers, and working with musical scores.

230 Introduction to Theatre History Fall. 3 credits.

M W 10:10–11:25. E. Gainor.
A survey of the history of the theatre from its origins to the present day. Special attention will be paid to the evolution of the theatre as a performance art and to the changing social functions of the theatre. Representative plays will be read and discussed in their theatrical context.

240 Introduction to the Theatre Spring. 3 credits. M W 10:10–11:25. E. Gainor.

A survey of the elements of drama and theatre, intended to develop appreciation and rational enjoyment of the theatre in all its forms. Not a production course.

250 Fundamentals of Theatre Design/Technology Fall or spring. 4 credits. Not open to first-term freshmen. Limited to 20 students.

Lec-lab, M W F 12:20–2:15. D. Hall and staff.
An introduction to design and technical process in the theatre, with particular attention to the unique collaboration of playwright, director, designer, and technician. Lectures, discussions, and extensive project work will relate the visual principles of designing scenery, costumes, and lighting to the production techniques by which designs are realized on the stage. This course is prerequisite to all higher-level courses in design and technology for the theatre.

251 Production Laboratory II Fall or spring. 1–3 credits. May be repeated for credit. Prerequisite: Theatre Arts 151 or permission of instructor. Orientation meeting in the scene shop in the Center for Performing Arts at 7:30 p.m. on the first Tuesday of classes.

D. Hall, P. Gill, J. Johnson.
Specialized instruction and specific responsibilities in production positions such as light-board operator, wardrobe mistress, and set or properties-crew head, often preceded by work in specific areas of scenery, costumes, and lighting, to develop technical skill required by such positions.

[272 Music and the Dance (also Music 272)]

Spring. 3 or 4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

T R 11:15–12:30. R. Harris-Warrick.
This course will explore selected topics in the interrelations between music and dance in the Western tradition. Some of the areas to be examined include the influence of dance movement on musical composition, composer-choreographer relationships, and a comparison of music composed for dancing with dance music composed for listening. Examples will be drawn from the Renaissance, the baroque period, and a modern era. Students will be asked to pursue an independent project.]

275 American Mime Orientation I Fall. 2 credits. Prerequisite: Theatre Arts 280 and permission of instructor. Students enrolled in American Mime must contact the Department of Theatre Arts about supplies one month before the beginning of classes. Registration only through department roster in the main office of the Center for Performing Arts.

F 2–3:50. P. Curtis and other teachers from the American Mime Theatre.
American Mime is a unique performing art created by a particular balance of playwrighting, acting, moving, pantomime, and theatrical equipment. It is a complete theatre medium defined by its own aesthetic laws, terminology, techniques, script material, and teaching methods, in which nonspeaking actors, in characterization, perform the symbolic activities of American Mime plays through movement that is both telling and beautiful.

276 American Mime Orientation II Spring. 2 credits. Prerequisite: Theatre Arts 575 or permission of instructor. Registration only through department roster in the main office of the Center for Performing Arts.

F 2–4:25. P. Curtis and other teachers from the American Mime Theatre.
A continuation of Theatre Arts 575.

280 Introduction to Acting Fall or spring. 3 credits. Each section limited to 16 students. Registration only through department roster in the main office of the Center for Performing Arts.

M W 2:30–4:25 (primarily for prospective majors and those interested in extended study of acting), A. Van Dyke. T R 12:20–2:15, M W 2:30–4:25, M W 12:20–2:15, staff.

Introduction to the problems and techniques of acting through history, theory, and practice. Appreciation of the actor's function as a creative artist and social interpreter through selected readings, lectures, and play attendance. Examination of the actor's craft through improvisation and exercises in physical, emotional, and intellectual skills.

281 Acting I—Basic Technique Fall or spring.

3 credits. Each section limited to 14 students. Prerequisites: Theatre Arts 280 and audition. Registration only through department roster in the main office of the Center for Performing Arts.

M W 10:10–12:05, Newman; T R 2:30–4:25, Van Dyke; M W 12:20–2:15, staff.

Practical exploration of the actor's craft through improvisation and exercises in physical and psychological action; problems in the use of imagination, observation, and research as tools for exploring the script.

282 Introduction to Voice and Speech for Performance Spring. 2 credits. E. Newman.

Study and practice in the development of the speaking voice with emphasis on tone quality, breathing, articulation, and practice of standard American English pronunciation. Some oral interpretation of poetic, narrative, and dramatic text.

[283 Voice and Speech for Performance Spring. 2 credits. Limited to 12 students. Primarily for department majors. Prerequisite: Theatre Arts 282. Registration only through department roster in the main office of the Center for Performing Arts. Not offered 1988–89. Development of the speaking voice with additional emphasis on dramatic interpretation.]

287 Summer Acting Workshop Summer. 3 credits. Limited to 16 students a section. Fee for theater admissions, \$10.

An introduction to the processes of acting. Practice in training techniques, rehearsal procedures, and methodology. Productions of the Hangar Theatre Company attended and used as performance examples. Includes visits by guest artists and Hangar Theatre Company members.

300 Independent Study Fall or spring. 1–4 credits; no more than 4 credits each semester. May be repeated for credit. Limited to upperclass students working on scholarly or artistic projects. Permission will be granted only to students who present an acceptable prospectus and who have secured the agreement of a faculty member to serve as supervisor for the project throughout the term. Students must submit written proposals to the department office and to the Office of Records and Scheduling along with registration forms.

304 Ballet III (also Physical Education 434) Fall and spring. 1 credit. May be repeated for up to 4 credits. Prerequisite: Physical Education 431 or permission of instructor.

M W F 3:10–4:40. P. Saul.
Study and practice of traditional training exercises and the classical ballet vocabulary; work is done on strengthening the body and using it as an expressive instrument.

306 Modern Dance III (also Physical Education 436) Fall or spring. 1 credit. May be repeated for up to 4 credits. Prerequisite: Physical Education 432 or permission of instructor.

Fall: M W F 4:50–6:20, J. Finch. Spring: M W F 3:10–4:40, J. Finch; M W F 4:50–6:20, J. Slayton.
Advanced work with rhythm, placement, and phrasing for students who are prepared to refine technical skills of dancing. Students will be physically and mentally challenged, by lengthy, complex phrases and will be expected to bring the instructors material to life.

[307 Asian Dance and Dance Drama (also Asian Studies 307)] Fall. 3 credits. May be repeated for credit. Section 1: Indian Dance. Section 2: Japanese Noh Theater. Section 3: Indonesian Dance Theater. Not offered 1988–89.

Hours to be arranged. Staff.
Readings, lectures, and practice sessions. On Fridays there will be lectures, demonstrations, and discussions. Videotapes and films will be shown. The Monday and Wednesday classes will consist of learning basic movement vocabulary and dances. No previous experience in dance is necessary.]

308 Modern Dance IV (also Physical Education 438) Fall or spring. 1 credit. May be repeated for up to 4 credits. Prerequisite: Theatre Arts 306, Physical Education 436, or permission of instructor.

T R F 4:50–6:20. Fall: J. Finch; spring: J. Slayton.
A continuation of, and supplement to, Theatre Arts 306/Physical Education 436.

310 Advanced Projects in Dance Composition I Fall. 4 credits. Prerequisite: Theatre Arts 210 and 211.

Hours to be arranged. J. Finch and staff.
Biweekly meetings for students working on advanced choreographic projects to be presented in various

performance situations. Work in progress will be critiqued by faculty and peers. Design problems in costuming and lighting will be approached, and students with particular interests in collaboration will have a forum in which to develop their ideas.

311 Advanced Projects in Dance Composition II Spring. 4 credits. Prerequisite: Theatre Arts 310. Hours to be arranged. J. Slayton and staff. A continuation of Theatre Arts 310.

312 Physical Analysis of Movement Fall. 3 credits.

TR 1:25–2:40. J. Morgenroth. This course is an examination of human movement with particular attention to dance movement. Readings in Sweigard's *Human Movement Potential*. Guest lectures by experts in anatomy and health areas. Practical and laboratory work. Demonstration of dissection.

313 Film and Performance Fall. 4 credits. Prerequisite: permission of both instructors. Previous work in either film or dance is expected. Not offered 1988–89.

MW 10:10–12:05. M. Rivchin and staff. This course is designed to encourage interdisciplinary connections among the students of the theater, dance, and film programs in the Department of Theatre Arts. Each fall, the course will focus on one program (dance, acting, or directing) and how it relates to film and video media. Through hands-on use of the department's 16-mm film and ½-inch portable video equipment, students will execute studies in various styles of documentation of the performing arts and go on to explore ways of integrating the two mediums into performance. Primarily geared toward production and performance, the course will include readings, lectures, and films on the history of such collaborative work. Students will be encouraged to experiment together to create original work. An informal showing of the student work will be presented at the end of the semester.]

314 History of Dance I Fall. 3 credits. TR 11:15–12:30. S. Baner.

A survey of the history of dance from the Renaissance to the end of the nineteenth century with emphasis on the development of theatrical forms in Western culture.

315 History of Dance II Spring. 3 credits. TR 11:15–12:30. S. Baner.

A survey of the history of Western theatrical dance in the twentieth century.

318 Historical Dances Spring. 2 credits. Prerequisite: Ballet II or Modern Dance II. Not offered 1988–89. Staff.

A sampling of the social dances from the Renaissance to the present, with emphasis on pinpointing basic differences in movement styles and customs in the various periods. A major part of class time will be spent learning and performing the dances.]

325 Classic and Renaissance Drama (also Comparative Literature 352) Spring. 4 credits. MW 1:25. A. Caputi.

A study of the major traditions in Western drama from the beginnings among the Greeks to the Renaissance in England and Spain. The work will consist of both lectures and discussions, focusing primarily on a close reading of the plays. But we shall also give attention to the physical conditions of production and to social and political contexts. Among the authors to be read will be Aeschylus, Sophocles, Euripides, Aristophanes, Marlowe, Shakespeare, and Lope de Vega.

326 European Drama, 1660 to 1900 (also Comparative Literature 353) Fall. 4 credits. Not offered 1988–89.

Readings from major dramatists from Corneille to Chekhov, including such authors as Molière, Congreve, Marivaux, Goldoni, Gozzi, Schiller, Kleist, Gogol, Ostrovski, and Ibsen.]

327 Modern Drama (also Comparative Literature 354 and German Studies 354) Fall. 4 credits.

TR 12:10–1:25. D. Bathrick. Readings in European drama from Ibsen to the present.

331 The Classical Theatre Fall. 4 credits. Prerequisite: Theatre Arts 230 or permission of instructor. Not offered 1988–89. An examination of major developments in the theatre—acting, staging, dramaturgy—and the historical background to these developments in Greek and Roman society. Representative plays will be read and discussed in their theatrical context.]

333 English and European Theatre, 1660–1800 Spring. 4 credits. Prerequisite: Theatre Arts 230 or permission of instructor. Not offered 1988–89. A study of theatrical styles and production modes. Topics include the English restoration and French neoclassical theatres, the European court theatre, and the rise of standing commercial theatre companies. Representative plays of the period will be read and discussed in their theatrical context.]

335 The Modern and Contemporary Theatre Fall. 4 credits. Prerequisites: Theatre Arts 230 or permission of instructor. Not offered 1988–89. 10:10–11:25. M. Hays.

The history of theatres and theatrical productions in Europe from the early modern theatre to the present day.]

336 American Drama and Theatre Fall. 4 credits. Prerequisite: Theatre Arts 230 or permission of instructor.

TR 12:10–1:25. E. Gainor. A study of the American theatre and representative American plays, with emphasis on drama from O'Neill to the present.

338 Japanese Theatre (also Asian Studies 338) Fall. 3 credits. Not offered 1988–89. W 2:30–4. K. Brazell.

A study of traditional forms of Japanese theater. Topics will include ritual and theatre, *nōh* and *kyōgen*, *kabuki* and the puppet theatres, and contemporary theatrical use of traditional forms. Special emphasis will be placed on dramaturgy, acting styles, performance aesthetics, and theories of performer training.]

348 Playwriting Fall. 4 credits. Prerequisite: permission of instructor.

TR 2:30–3:45. J. O'Neal. A laboratory for the discussion of student plays. Following exercises in dramatic structure and technique, students will be expected to write two or three one-act plays.

349 Advanced Playwriting Spring. 4 credits. Prerequisite: Theatre Arts 348. TR 2:30–3:45. Staff.

A continuation of Theatre Arts 348, culminating in the composition of a full-length play.

351 Production Laboratory III Fall or spring. 1–3 credits. May be repeated for credit. Prerequisite: Theatre Arts 251 or permission of instructor. Orientation meeting in the Center for Performing Arts at 7:30 p.m. on the first Tuesday of classes. Staff.

Production experience in advanced positions in design and/or technology. These include full responsibility for a smaller production assignment, major responsibilities as an assistant on a major production, or significant responsibilities as major crew head.

354 Stagecraft: Scenery and Lighting Spring. 3 credits. Prerequisite: Theatre Arts 250 or permission of instructor. MW 10:10–12:05. Staff.

Lectures, discussion, and projects on theatre architecture and equipment; scenic construction, mechanics, and painting; lighting techniques and practice. Students are encouraged to complement this course with 1 or 2 credits of appropriate production lab.

356 Stagecraft: Costumes Fall. 3 credits. Prerequisite: Theatre Arts 250 or permission of instructor.

TR 10:10–12:05. J. Johnson. Lectures, discussion, and projects in costume patterning, cutting, and construction; tailoring techniques; fitting; and makeup. Students are encouraged to complement this course with 1 or 2 credits of appropriate production lab.

362 Lighting Design and Technology Fall. 4 credits.

TR 12:20–2:15. P. Gill. An exploration of the role of light as an expressive design medium for the interpretation of plays in the theatre. Will explore the visual nature and dramatic impact of light, the design process and its associated communication techniques, and the influence of professional practices on lighting design.

364 Scene Design and Technology Spring. 4 credits. Prerequisite: Theatre Arts 250 or permission of instructor.

MW 10:10–12:05. J. Moon. A study of the basic problems of design and technology of scenery for the theatre. Will explore the design process, use of research and imagery, techniques of design communication, and materials and associated tools for the realization of designs on the stage.

366 Costume Design/Technology Fall. 4 credits. Prerequisite: Theatre Arts 250 or permission of instructor.

MWF 10:10–12:05. S. Ashdown. An introduction to costume design that concentrates on script and character analysis, period research, the use of the elements of design, developing figure drawing and painting skills, analysis of theatrical style, and an understanding of the theatrical process. Project work includes both the rendering of design projects and actual costume construction.

370 Stage Management Fall. 1 credit. Prerequisites: Theatre Arts 240 or 250.

T 12:20–1:50. P. Guion. Introduction to the concepts and techniques of stage management as they relate to specific areas of production. Development of communication skills relevant to the role of stage manager and each area of production. Development of greater understanding of the production process as experienced in the position of stage manager or assistant.

372 English Drama (also English 372) Spring. 4 credits. Not offered 1988–89.

Major events in the English theatre from the Middle Ages to the beginning of the twentieth century. Plays by Marlowe, Shakespeare, Jonson, the Wakefield Master, Dryden, Wycherly, Congreve, Sheridan, Shelley, Shaw, and others. Dramatic texts, theatrical conventions, social conditions, and their interrelationships.]

374 Introduction to Film Analysis: Meaning and Value Summer or fall. 4 credits.

TR 10:10–12:05. D. Fredericksen. Consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film types.

375 History and Theory of the Commercial Narrative Film Fall. 4 credits. Fee for screening expenses, \$10 (this fee is paid in class). TR 1:25–4:25.

Consideration of the broad patterns in the history of the commercial narrative film, viewed as an artistic medium and as a system requiring the massive consumption of artifacts. Emphases include the early articulation of a cinematic language, realism as an artistic style, the nature and functions of popular film, and modernism. Major figures include Griffith, Eisenstein, Murnau, Von Stroheim, Dreyer, Chaplin, Renoir, Ford, Hitchcock, Welles, Antonioni, Fellini, Bergman, Bunuel, Resnais, Godard, and Herzog.

[376 History and Theory of Documentary and Experimental Film] Fall. 4 credits. Fee for screening expenses, \$10 (this fee is paid in class). Not offered 1988–89; next offered 1989–90.

T R 1:25–4:25. D. Fredericksen.
Documentary figures covered include Vertov, Flaherty, Grierson, Ivens, Lorentz, Riefenstahl, Capra, and Jennings. Within the history of the experimental and personal film, emphases are the avant-garde of the twenties, the movement toward documentary in the thirties, and American experimental and personal film from the forties to the present.]

377 Fundamentals of 16-mm Filmmaking Fall or spring. 4 credits. Limited to 12 students. Intended for juniors and seniors (who may need to sign up a year or more in advance). Prerequisite: Theatre Arts 374 and permission of instructor. Fee for maintenance costs, \$50 (paid in class). The average cost to each student for materials and processing is \$250–300.
M W F 2–4:25. M. Rivchin.

A hands-on course in the basics of 16mm filmmaking techniques, requiring no prior experience. Each student will complete a number of short film projects to explore narrative, experimental, documentary, animation, and abstract genres. A longer, final sound film project will be screened publicly.

378 Russian Film of the 1920s and French Film of the 1960s Spring. 4 credits. Prerequisite: Theatre Arts 375. Fee for screening expenses, \$10 (this fee is paid in class).

T R 1:25–4:25. D. Fredericksen.
An intensive treatment of two distinct periods of innovation in film theory and history. Emphasis on the relationship between theory and practice. Major figures include Eisenstein, Pudovkin, Vertov, Dovzhenko, Godard, Truffaut, Resnais, Robbe-Grillet, Eustache, Rivette, and Bresson.

[379 International Documentary Film from 1945 to the Present] Spring. 4 credits. Prerequisite: Theatre Arts 376. Fee for screening expenses, \$10 (this fee is paid in class). Not offered 1988–89; next offered 1989–90.

T R 1:25–4:25. D. Fredericksen.
Emphases on the contemporary documentary film as a sociopolitical force, as an ethnographic tool within and without a filmmaker's own culture, and as an artistic form with a distinct history and set of theoretical questions. Major figures, structures, and movements covered include Jennings, Rouquier, Leacock, Malle, Rouch, Solanas, national film boards, Challenge for Change, direct cinema, cinema verité, and revolutionary documentary of the Third World.]

380 Acting II—Characterization Fall. 3 credits. Limited to 12 students. Prerequisites: Theatre Arts 281 and permission. Registration only through department roster in the main office of the Center for Performing Arts.

M W 12:20–2:15. Levitt.
Scene study and improvisational work designed to develop consistency in the student's use of communicative action and emotional support in creating a role. Emphasis on text analysis, use of imagery in handling dramatic language, and exercises in emotional and sense memory.

381 Acting III—Styles Fall. 3 credits. Limited to 10 students. Prerequisites: Theatre Arts 380 and permission. Registration only through department roster in the main office of the Center for Performing Arts.

M W 10:10–12:05. E. Newman-Rose.
Practice and application of skills and methods to various styles of dramatic literature; practical exploration of historical and social influences as determinants of style.

[385 Skills, Techniques, and Approaches to Performance] Spring. 2 credits. Prerequisites: Theatre Arts 281 or permission of instructor. Not offered 1988–89.

Hours to be arranged. D. Feldshuh.
This course will use the talents of visiting theatrical artists to Cornell and present to the student an

opportunity to learn a variety of performance approaches and techniques. The course will be divided into sections with guest artists teaching such subjects as mask work, clowning, auditioning, and other aspects of performance training. Resident faculty will also participate in their own areas of specialty and interest to create a course that combines the resources and specialties of guest artists and resident faculty. The exact subject matter will change from year to year depending on the guest artists in residence.]

398 Fundamentals of Directing I Spring. 3 credits. Limited to 12 students. Prerequisite: Theatre Arts 280 and permission of instructor.

Fall: M W 2:30–4:30. D. Feldshuh.
Focused, practical exercises to teach the student the fundamental staging techniques that bring a written text to theatrical life. A core objective of the course is to increase the student's awareness of why and how certain stage events communicate effectively to an audience. Each student will direct a number of exercises as well as a short scene.

400 Dance Theatre and Film of the 1960s Fall. 4 credits.

W 2–4:25. S. Banes.
This course will be concerned with the burgeoning avant-garde arts scene in New York City in the early 1960s. Postwar American economic expansion and the shift of cultural as well as political power from Europe to the United States gave an impetus to new movements ranging from postmodern dance to Off-Off Broadway to underground film to new intermedia genres like happenings, and to new modes of criticism in the arts. A survey of the other arts will provide additional context. We will trace themes of community, freedom, the body, and the "other" in these avant-garde works as sites where cultural themes of the sixties were both reflected and produced.

410 Individual Problems in Composition Fall or spring. 3 credits. Prerequisite: Theatre Arts 310 and 311.

Hours to be arranged. Staff.
Individual problems in dance composition.

[418 Seminar in History of Dance] Spring. 3 credits. Prerequisite: Theatre Arts 315 or permission of instructor. Not offered 1988–89.]

427 Popular Cultural Constructions of Sexual Difference (also Women's Studies 427 and Society for the Humanities 427) Fall. 3 credits.

T 12:20–2:15. S. Willis.
This course will consider gender construction in popular cultural representations ranging from narrative texts to television and film. The course is organized around several related questions. How do popular cultural practices articulate power across and on sexual difference? What is the relation between production and consumption of popular culture? Are the practices of production and consumption themselves structured by gender? What is the relationship between feminism and popular culture? Do these fields have a reciprocal influence or impact? How can we use this interaction to rethink the relations of theory to practice—in both feminism and popular culture studies? Readings will include selections from the following: Carole Vance, ed., *Pleasure and Danger*; Tania Modleski, ed., *Studies in Entertainment*; Colin McCabe, ed., *High Theory/Low Culture*; Bill Nichols, *Ideology and the Image*; Kaja Silverman, *The Subject of Semiotics*; Mary Ann Doane, *The Desire to Desire*; Teresa De Lauretis, *Feminist Studies/Critical Studies and Technologies of Gender*; Formations Collective, ed., *Formations of Pleasure*; Victor Burgin et al., *Formations of Fantasy*; Tony Bennett et al., *Popular Culture and Social Relations*; and Judith Williamson, *Consuming Passions*. Films will include *Blade Runner*, *The Terminator*, *Desperately Seeking Susan*, *To Live and to Die in LA*, *Platoon*, *Aliens*, and *Fatal Attraction*.

431 Theory of the Theatre and Drama I Fall. 4 credits. Prerequisite: some theatre history and dramatic literature work at the 300 level or permission of instructor.

M 2:30–4:30. M. Hays.

A study of various theories of dramatic form and theatrical presentation from Aristotle and Horace to Goethe and Schiller.

[432 Theory of the Theatre and Drama II] Fall. 4 credits. Prerequisite: some theatre history and dramatic literature work at the 300 level or permission of instructor. Not offered 1988–89.]

[433 Dramaturgy: Play and Period (also Africana Studies and Research Center 434)] Spring. 4 credits. Prerequisites: some theatre history and dramatic literature work at the 300 level or permission of instructor. Not offered 1988–89.]

434 Theatre and Society Spring. 4 credits.
Prerequisite: permission of instructor of some work in theatre history or dramatic literature at the 300 level.
M 2:30–5. M. Hays.
An exploration of the ways in which the theatre serves to formulate cultural and aesthetic norms.

435 Asian American Images in Film (also Asian American Studies 435) 3 credits. Prerequisite: some work in theatre history or dramatic literature at the 300 level or permission of instructor.

M 2–5. C. Choy.
This course will examine images of Asian Americans in domestically produced film and television and analyze these images in a historical and sociocultural framework. Characterizations of Asian Americans from print media will form a context for the examination of the visual images surrounding this group. In this context film and media theory will be used to assess the impact of these images on viewers. Students' projects will include the creation of a video or a paper constructing images that more realistically reflect Asian American life and issues.

438 East and West German Drama: Post-1945 (also German Studies 438) Fall. 4 credits.
For description see Theatre Arts 648.

451 Production Laboratory IV Fall or spring. 1–4 credits. May be repeated for credit. Prerequisite: Theatre Arts 351 or permission of instructor. Orientation meeting in the scene shop in the Center for Performing Arts at 7:30 p.m. on the first Tuesday of classes.

D. Hall, P. Gill, J. Johnson.
Production experience involving full design and/or technical responsibility for a play or dance. Work will be supervised in a tutorial manner by appropriate faculty.

462 Seminar in Lighting Design Spring. 4 credits. Prerequisite: Theatre Arts 362 and permission of instructor.

T R 12:20–2:15. P. Gill.
Selected topics in the history of lighting design style, the aesthetics of light and their role in play analysis, and the contribution of light to the establishment and manipulation of dramatic space.

464 Seminar in Scene Design Fall. 4 credits. May be repeated for credit. Prerequisite: Theatre Arts 364 and permission of instructor.

M W 10:10–12:05. J. Moon.
Selected topics in the history of design style, the changing nature and functioning of stage spaces, and the role of the scenic space in the establishment of a dramatic strategy for the play in production.

466 Seminar in Costume Design Spring. 4 credits. May be repeated for credit. Prerequisite: Theatre Arts 366 and permission of instructor.

M W F 10:10–12:05. J. Johnson.
This course builds on the Costume Design I topics (script analysis, period research, the use of the elements of design, developing figure drawing and painting, and understanding the theatrical process) by stressing the practical production situations that influence design and the relationship between designer, director, and the scenography team. Theatrical styles and actual production work are explored in more depth. Extensive project work includes both the rendering of design projects and actual costume construction.

474 Advanced Film Projects Summer. 4 credits. Limited to 12 students. Prerequisite: Theatre Arts 280, 281, or 377 or equivalent and permission of instructor. Maintenance fee, \$50.

M. Rivchin.

Students work in small crews to produce a short dramatic film and/or a short documentary film, using synchronous sound filming and editing equipment. Equipment is provided, but students must pay for film and processing (average cost, \$250).

475 Seminar in the Cinema (also College Scholar Seminar) Spring. 4 credits.

T R 10:10–12:05. D. Fredericksen.

Topic for 1989: Jung, film, and the process of self-knowledge. "Know thyself": this has been called our culture's most enduring psychological need, and it has been frequently offered as the *raison d'être* for liberal studies. C. G. Jung's answer to how you might "know thyself" is based on his claim that "image is psyche" and its informing metaphor is depth. The seminar will trace the elaborations of his position in Jung, James Hillman, Edward Casey, Mary Watkins, and others. It will also test the critical capacities of this position with respect to film images given us by Bergman, Fellini, Brakhage, Roeg, Gunvor Nelson, Suzan Pitt, Larry Jordan, Bruce Baille, and others. The manner in which Jung's claim might provide an archetypal and imaginal alternative to current approaches to liberal studies will be asked throughout the seminar; the nature of education will thereby become a central theme of the semester's work.

476 Philosophical Problems of Classical Film Spring.

T R 11:40–12:55; screening time, T 7–9 p.m.

N. Carroll.

This course explores the development of film theory from the silent era to the advent of semiotics. Questions to be addressed concern the nature of cinema, the nature of cinematic representation and expression, the objectivity of film criticism, and so on. Readings include works by Munsterberg, Arheim, Benjamin, Eisenstein, Pudovkin, Panofsky, Sontag, Bazin, Kracauer, Perkins, Cavell, and others.

477 Intermediate Film Projects Spring. 4 credits. Limited to 4 to 8 students. Prerequisites: Theatre Arts 377 or equivalent, and permission of instructor. Fee for maintenance costs, \$50 (this fee is paid in class). The minimum cost to each student for materials and processing is \$300. Students retain ownership of their films.

M W 10:10–12:05. M. Rivchin.

The development and completion of individual projects, with emphasis on personal and documentary modes. Includes preparation of an original script or storyboard, direction, cinematography, synchronous-sound recording, editing, and follow-through to a composite print.

494 Four Directors: Stanislavsky, Meyerhold, Brecht, Brook Spring. 4 credits.

W 2–4:25. S. Banes.

Of all the arts in the theatrical ensemble, the art of the director, while currently the most influential, is by far the youngest. These four directors, whose work spans the twentieth century, have been instrumental in refining the art of the *metteur-en-scène* with a unified vision. We will study their theories of directing in the context of specific products. We will look as well through Stanislavsky to American method directors (such as Kazan); through Meyerhold at the other experimental Russian directors of the 1920s; through Brecht at Piscator and more-recent political theatre; through Brook at Artaud's theories, on the one hand, and at the other Artaud-influenced directors of the last twenty-five years (including Grotowski and the Living Theatre), on the other.

495 Honors Research Tutorial Fall or spring. 1–4 credits. Prerequisites: senior standing and departmental acceptance as an honors candidate.

Hours to be announced. Staff.

Methods and modes of research for honors project.

496 Honors Thesis Project Fall or spring. 1–4 credits. Prerequisites: senior standing and departmental acceptance as an honors candidate.

Hours to be announced. Staff.

Preparation and presentation of honors thesis or practicum.

498 Directing II Fall or spring. 4 credits. Enrollment strictly limited. Prerequisite: Theatre Arts 280 and 398, and permission of instructor.

Fall: M W 2:30–4:30 plus lab time to be arranged.

D. Feldshuh.

The course builds on the staging techniques learned in Fundamentals of Directing I. In this course each student will direct a series of projects and public presentations focusing on specific directorial challenges. The student will develop an increased ability to articulate and defend directorial choices and learn to work with actors on a diverse range of material. The course is open to graduate and undergraduate students. Directors will cast from a company of actors to be auditioned early in the semester. Each actor in the company will earn two credits as part of Theatre Arts 155.

499 Seminar in Directing Fall or spring. 1–4 credits. Prerequisites: Theatre Arts 250, 280, 398, 498, and permission of instructor.

Hours to be arranged. D. Feldshuh.

This seminar will give the student the opportunity to direct a full evening of theatre. It will also involve an internship with a prominent director on campus and a final paper focusing on a specific aspect of directing.

633 Seminar in Theatre History Spring. 4 credits.

W 2:30–5. E. Gainer.

Advanced work in a specific area of theatre history.

636 Seminar in Dramatic Criticism Spring. 4 credits. Prerequisite: permission.

T 2:30–4:30. M. Hays.

Approaches to dramatic texts.

637 Seminar in Dramatic Theory Fall. 4 credits.

T 2:30–4:30. M. Hays.

From Hegel to Foucault: theories of history and theories of the drama.

639 Tragedy and Philosophy Spring. 4 credits.

R 2:30–4:30. S. Goodhart.

Nietzsche's famous aphorism, in *The Gay Science*, on the "death of God" pulls the rug out from under a long tradition of Platonic humanist thinking. We will study in this course some of the ways in which Greek tragedy (and to some extent later drama) has already mounted in full the same challenge to mythic thinking, a prophetic challenge that the philosophic and literary critical tradition succeeding tragedy works systematically to subvert and replace. We will read plays principally by Aeschylus, Sophocles, and Euripides (although we will also conclude the course with a look at plays by Shakespeare and Beckett), and we will read in this context some of the major philosophic treatments of tragedy both among the Greeks (Plato and Aristotle) and since the beginning of the nineteenth century (Hegel, Kierkegaard, Nietzsche, Heidegger, and others). There will be no exams. Students will be asked to write a series of short (and one long) critical papers.

648 East and West German Drama: Post-1945 (also German Studies 438) 3 credits.

W 1:25–3:25. D. Bathrick

This course will cover the major historical and textual developments in German theatre from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Dürrenmatt, Weiss, Hochhuth, Müller, Braun, Kroetz, Handke, and others) will be treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.

653 Myth onto Film (also Anthropology 653) Fall or spring. 4 credits. Open to undergraduate and graduate students with permission of the instructor.

Prerequisite: some knowledge of any one of the following: anthropology, film, graphics, drawing, and painting.

T 2–4:25. R. Ascher.

In myths, whales fly, pebbles throw themselves across streams, and trees are transformed into women. Toward the end of visualizing myths—in particular the myths of other people—we explore the possibilities of animated film. The technique used is cameraless animation; that is, we draw and paint, frame by frame, directly onto movie film. The intellectual problem is to visualize the myths of others so that they are comprehensible to us but are not thought to be of us. Reading includes introductory works on both myth and animation, and there is background reading on the particular myth that is committed to film.

654 Topics in Recent Film Theory (also Comparative Literature 654) Fall.

W 2:30–4:25. N. Carroll.

This course is an examination of the broad range of options in film theory today. The first part of the course will explore the reigning film theory of the cinema studies' establishment. This theory is an amalgam of Althusserian Marxism and Lacanian psychoanalysis. Some of the followers, whose writings we will study, include Metz, Heath, and Baudry. We will also discuss the influence of this theory on feminism. In ensuing sections of the course we will review alternatives to the established film theory as found in the writings of Bordwell, Wilson, Brannigan, and Jarvie.

[660 Visual Ideology (also German Studies 660)] Spring. 4 credits. Not offered 1988–89.

Hours to be arranged. G. Waite.

Some of the most interesting and influential approaches to visual objects have come from the peripheries of traditional art history and criticism. This seminar will analyze some of these approaches so as to understand the interactions between the disciplines of art history and criticism and such fields as philosophy, psychoanalysis, film and literary theory, and sociology. More specifically, we will attempt to advance a dialectical interpretation of the ideological and sociopolitical determinations on the reciprocal production and consumption of visual artifacts. Readings taken from Althusser, Barthes, John Berger, Benjamin, Bryson, T. J. Clark, Freud, Gadamer, Carlo Ginzburg, Hadjinicolaou, Hauser, Klingender, Kristeva, Lacan, Lenin, MacCabe, Marin, Marx, Nietzsche, Ortega, Plekhanov, Max Raphael, Sontag, and Wolin. Examples of artifacts for analysis will be drawn primarily from the history of oil painting, but we will discuss other types as well, including photography and cinema.]

676 New German Cinema (also Theatre Arts 676) Spring. 4 credits.

T R 11:40–12:55; screening, T 4:30. D. Bathrick.

The course will examine in depth major films and filmmakers who are considered a part of the German new wave cinema (Fassbinder, Schlöndorff, Von Trotta, Kluge, Sander, Herzog, Wenders, etc.). Of special interest will be the differing impact of these films in the contexts of West Germany, Europe, and the United States.

[678 Theory and Practice of Modern Drama (also Theatre Arts 678)] Spring. 4 credits. Not offered 1988–89.

W 3:35. D. Bathrick.

The course will explore different theories of modern drama (Szondi, Brecht, Artaud, etc.) and discuss these on the basis of a number of representative works of modern drama. The point will be to trace the interchange between theory formation and dramatic practice.]

685 Gramsci and Cultural Politics Spring. 4 credits.

W 1:25–3:25. G. Waite.

The modern transnational-capitalist state rules not only by domination and coercion but by the "noncoercive coercion" of cultural hegemony. What is to be done? What is the proper role of intellectuals (and who and what is an "intellectual?") in this pressing matter of cultural politics? How do "leftist" cultural critics, theorists, and artists living under late capitalism relate

as individuals and collectively to nascent socialist countries? What is the relationship of intellectuals to political parties? We will begin to answer these questions by reading the political and cultural writings of Antonio Gramsci—whether Gramsci is best understood as a “Western Marxist” or rather as an extension of Leninist “orthodoxy.” And we will study the response of a variety of critics, artists, and cultural practices to Gramsci’s challenge: the neorealist film *La Terra trema*, Griffith’s drama *Occupations*, the paintings of Cremonini, Fowles’s novel *Daniel Martin*, Pasolini’s poem cycle “Ashes for Gramsci,” the mass-media analyses of Parenti (*Inventing Reality*) and Kukarkin (*The Passing Age*), the political philosophy of Laclau and Mouffe (*Hegemony and the Socialist Strategy*), the theory and practice of “low-intensity conflict” as developed by the CIA and the NSC, and the cultural theories of Williams (*Marxism and Literature*) and Said (*The World, the Text, and the Critic*).

700 Introduction to Research and Bibliography in Theatre Arts Fall. 1 credit. Enrollment limited to students in Theatre Arts 633 or 636.
T 2–4. M. Hays.

A study of methods and materials relevant to the solution of problems in theatre arts, including introduction to standard research sources, problems of translation, and preparation of theses and publications.

720-721 Independent Study for Graduate Students in Theatre Arts 1–4 credits. Fall or spring.
Hours to be arranged. Staff.

This course is intended to permit graduate students an opportunity to work intensively and independently with one professor.

880 Master’s Thesis

990 Doctoral Thesis and Special Problems

Turkish

See Department of Near Eastern Studies.

Ukrainian

See Modern Languages, Literatures, and Linguistics.

Vietnamese

See Modern Languages, Literatures, and Linguistics.

Yiddish

See Department of Near Eastern Studies.

Yoruba

See Modern Languages, Literatures, and Linguistics.

Special Programs and Interdisciplinary Studies

Africana Studies and Research Center

R. Harris, director (255-5218); A. Adams, A. Appiah, W. Branch, W. Cross, J. Davis, L. Edmondson, G. Fraser, H. Gates, J. C. Mbata, A. Nanji, J. Turner, M. Williams. Offices: 310 Triphammer Road, 255-4625 or 255-4626.

The Africana Studies and Research Center is concerned with the examination of the history, culture, intellectual development, and social organization of Black people and cultures in the Americas, Africa, and the Caribbean. Its program is structured from an interdisciplinary and comparative perspective and presents a variety of subjects in focal areas of history, literature, social sciences, and Swahili language and literature.

The center offers a unique and specialized program of study that leads to an undergraduate degree through the College of Arts and Sciences and a graduate degree, the Master of Professional Studies (African and Afro-American), through the university’s Graduate School.

A student may major in Africana studies; however, another attractive alternative is the center’s joint major program. This program enables the student to complete a major in any of the other disciplines represented in the college while at the same time fulfilling requirements for a major in Africana Studies. This requires only a few more credits than is usually the case when one completes a single major course of study. Courses offered by the center are open to both majors and nonmajors and may be used to meet a number of college distribution requirements, such as freshman writing seminars, language (Swahili), expressive arts, social sciences, and history.

The center also brings distinguished visitors to the campus, sponsors a lecture series, and has on occasion arranged study tours to Africa and the Caribbean.

The Africana Major

The undergraduate major offers interdisciplinary study of the fundamental dimensions of the Afro-American and African experiences. Because of the comprehensive nature of the program, it is to the students’ advantage to declare themselves Africana majors as early as possible. The following are prerequisites for admission to the major.

Students should submit:

- 1) a statement of why they want to be an Africana studies major;
- 2) a tentative outline of the area of study they are considering (African or Afro-American) for the undergraduate concentration; and
- 3) a full transcript of courses taken and grades received.

The center’s undergraduate faculty representative will review the applications and notify students within two weeks of the status of their request.

After acceptance as a major in the Africana Center, a student must maintain a C+ cumulative average in the center’s courses while completing the major program. The Africana major must complete 36 credits in courses offered by the center, to include the following four core courses: AS&RC 231, 290, 360, and 431. Beyond the core courses, the student must take 8 credits of center courses numbered 200 or above and 15 credits numbered 300 or above. Within this selection the student must take at least one of the following AS&RC courses: 203, 204, 283, or 301. The program of an undergraduate major may have a specifically Afro-American focus or a specifically African focus.

Joint Majors

The center encourages joint majors in the College of Arts and Sciences and in other colleges. Joint majors are individualized programs that must be worked out

between the departments concerned. The center’s undergraduate faculty representative, Professor Cross, will assist students in the design and coordination of joint major programs. However, in any joint major program, the center will require at least 16 credits be taken in Africana studies courses, including AS&RC 290.

Double Majors

In the case of double majors (as distinct from joint majors) students undertake to carry the full load of stipulated requirements for a major in each of the two departments they have selected.

Honors. The honors program offers students the opportunity to complete a library research thesis, a field project in conjunction with a report on the field experience, or a project or experiment designed by the student. The requirements for admission to the honors program for all students—regular majors, joint majors, and double majors—are a B– cumulative average in all courses and a B+ cumulative average in the center’s courses. Each student accepted into the honors program will have an honors faculty committee consisting of the student’s adviser and one additional faculty member, which is responsible for final evaluation of the student’s work. The honors committee must approve the thesis or project before May 1 of the student’s junior year. The completed thesis or project should be filed with the student’s faculty committee by May 10 of the senior year.

Distribution Requirement

Two Africana Studies and Research Center courses from the appropriate group may be used in fulfillment of one of the following distribution requirements:

Social sciences: AS&RC 171, 172, 190, 208, 231, 290, 301, 302, 344, 345, 346, 351, 352, 400, 410, 420, 460, 484, 485, 495, 550, 551, 571.
History: AS&RC 203, 204, 208, 231, 283, 344, 350, 360, 361, 370, 381, 405, 460, 475, 483, 490, 510.
Humanities: AS&RC 219, 422, 431, 432, 455, 425.
Expressive arts: AS&RC 137, 138, 285, 303, 425.
Freshman writing seminars: AS&RC 100.

Note: Students who are not AS&RC majors may petition to satisfy a second requirement with center courses if they are carrying a heavy program at the center.

Language Requirement

Swahili fulfills the College of Arts and Sciences language requirement. Successful completion of AS&RC 131, 132, 133, and 134 provides qualification in Swahili. Successful completion of AS&RC 202 gives proficiency in Swahili. Africana majors are not required to take Swahili, but the center recommends the study of Swahili to complete the language requirement.

Courses

131 Swahili Fall. 4 credits.

WR 10:10–12:05; lab to be arranged. A. Nanji. Beginner’s Swahili. Part 1—Grammar. Requires no knowledge of language.

132 Swahili Spring. 4 credits. Prerequisite: Swahili 131.

WR 10:10–12:05. A. Nanji. Continued study of the basic grammatical formation of the language and the introduction of reading material ranging from songs to short stories. A great many drills help develop the student’s comprehension. Swahili tapes are highly used.

133 Swahili Fall. 4 credits. Prerequisites: Swahili 131 and 132.

WR 2:30–4:25; language lab to be arranged. A. Nanji. Advanced study in reading and composition.

134 Swahili Spring. 4 credits.

WR, hours to be arranged. A. Nanji. In this course of the sequence more emphasis is placed on the development of reading ability and the

acquisition of writing skills. Students are expected to read and comprehend selected Swahili stories and write compositions on chosen topics. Ample consideration is given to oral practice in the classroom.

171 Black Families and the Socialization of Black Children Fall. 4 credits.

T R 2:55-4:10. W. Cross.
Survey of key psychological dimensions of the Black experience, covering such issues as (1) race and intelligence; (2) Black identity; (3) Black family structure; (4) Black English; (5) Black middle class; and (6) nature of Black psychology.

172 The Education of Black Americans: Historical and Contemporary Issues Spring. 4 credits.

T R 2:55-4:10. W. Cross.
This is a course designed for freshmen and sophomores that will be devoted to the history of Black education and contemporary issues in Black education, such as the struggle for Black studies and the development of independent Black schools, and problems of public schools in Black communities.

190 Introduction to Modern African Political Systems Fall. 4 credits.

M W 3:35-5. L. Edmondson.
This course directs attention to the salient characteristics of Africa's political systems and assesses the way in which continental and global factors impinge on development efforts. It is especially concerned with the impact of colonialism and the ongoing efforts by Africans to overcome its political and socioeconomic legacies. Among the specific issues to be discussed are problems of ethnic fragmentation, boundary problems, levels of political institutionalization, challenges of continental unity, neocolonialism and dependency, and Africa within the Third World and in the world system.

202 Swahili Literature Fall. 4 credits. Prerequisite: Swahili 134. Offered on demand.

A. Nanji.
Students gain mastery over spoken Swahili and are introduced to the predominant Swahili literary forms.

203 History and Politics of Racism and Segregation Fall. 4 credits.

M W 1:25-3:20. J. C. Mbata.
A cross-cultural study in the historical context of the evolution of racist thought and practice in southern Africa and North America.

204 History and Politics of Racism and Segregation Spring. 4 credits.

M W 1:25-3:20. J. C. Mbata.
The course will deal with the historical patterns of racism and segregation using southern Africa and North America as case histories. The study will be undertaken within a theoretical framework that broadly defines racism and segregation and their implication.

208 Gender, Race, and Medical "Science" Fall. 3 credits.

T R 11:40-12:55. G. Fraser.
The course will examine the social construction of race and gender in the medical sciences from the turn of the century to the present. Beginning with readings that propose a new view of scientific medicine as a system of signs and symbols and as culturally embedded, we will proceed to an examination of some of the following topics: racism and experimentation: the treatment of venereal disease and tuberculosis; the demise of social childbirth; the body as a medical product; menstruation as pathology; the monitored mind: women and psychiatry; the political economy of health care; medical authority: the training of medical students; political anatomy of the body; sites of resistance; and alternative systems: cross-cultural case studies.

219 Issues in Black Literature Fall. 4 credits. Offered alternate years.

An examination of literature written for Black children, including an analysis of the literature as it pertains to Black life from 1960 to the present. Students write a

pamphlet containing their essays, fiction, and poetry and compile a bibliography of literature for Black children.

231 Black Political Thought Fall. 3 credits.

T R 11:40-12:55. J. Turner.
This is an introductory course that will review and analyze the major theoretical and ideological formulations developed and espoused by African-Americans in the struggle for liberation. This semester we will focus specifically on the political philosophy and historical significance of Malcolm X, and the work and movement of Marcus Garvey, as the prime movers of nationalism and pan-Africanism among Black people in this century. Such themes as slave resistance, nationalism, pan-Africanism, emigration, anti-imperialism, socialism and internal colonialism, and the political and social views of Black women will be discussed. Black political thought will be viewed in its development as responses to concrete conditions of oppression and expression.

283 Black Resistance: South Africa and North America Fall. 4 credits. Offered alternate years.

C. Mbata.
A study of Black political movements in South Africa and North America and their responses to the situations of race relations that formed the contexts of their operations.

285 Black Theater and Dramatic Literature Fall. 3 credits.

T R 4:25-5:40. W. Branch.
This course is an introduction to the history of Black drama. It will provide the means through which students can cultivate their interests in Black dramatic literature and production techniques. Each student will participate in the production of a play to be performed during the semester. There will be at least one trip to New York City to see a Black theater production.

290 The Sociology of the Black Experience Fall. 3 credits.

T R 1:25-2:40. J. Turner.
An introductory course to the sociology of the Black experience and to the field of Afro-American studies. Required for all undergraduate students majoring at the Africana Center. The course surveys the early culture and development of Black people and their role in world civilization and concentrates on the cultural heritage and social experience of Black people in the United States in particular.

301 Oppression and the Psychology of the Black Social Movement Spring. 4 credits.

M 1-3:30. W. Cross.
The focus of the course will be conversion experiences within the context of social movement. The development of political groups (for example, the Black Panther Party) and outstanding activist-intellectuals (such as Malcolm X) are used as reference points for discussion of social movement theory.

302 Social and Psychological Effects of Colonialization and Racism Spring. 4 credits. Offered alternate years. Staff.

303 Blacks in Communication Media and Film Workshop Spring. 3 credits.

W 3:35-6. W. Branch.
The focus is on the general theory of communications, the function of media in an industrialized society, and the social, racial, and class values implied in the communication process. There are group writing projects, a term paper, and the screening of significant American and Third World films.

344 Neocolonialism and Government in Africa (The Politics of Public Administration) Fall. 4 credits. Offered alternate years.

T R 1:25-2:15.
The course is designed to explain why Africa's public administrations in the postcolonial era have generally failed to move from the colonialist ethos to becoming primary instruments for initiating and guiding the processes of development. The reality of colonialism was bureaucratic centralism—the closest

approximation to the ideal type of a pure administrative state specializing in law and order. Colonial administrations resembled armies in their paramilitary formation and ethos and were, indeed in a number of cases, the instruments of military men. Much attention focuses on the internal characteristics of bureaucratic organizations in Africa and their relationship to their social and political environments.

345 Afro-American Perspectives in Experimental Psychology (also Psychology 345) Spring. 3 or 4 credits. Prerequisite: an introductory course in psychology or AS&RC 171. Offered alternate years.

346 African Socialism and Nation Building Spring. 4 credits.

An exploration and critical analysis of the various theories of African socialism as propounded by theorists and practitioners. Those ideas, extending from Nyerere's Ujamaa (for example, traditional social and economic patterns of African society) to Nkrumah's scientific socialism (such as the desirability and practicality of the Marxian type of socialism in Africa) are compared.

350 The Black Woman: Social and Political History Spring. 3 credits. Offered alternate years. Hours to be arranged.

This course will address the social organizations, political protests, and political ideologies written by or about Black women in the United States, from the time of slavery to the 1980s. Topics will include the special role of Black women in slavery, the political-protest thought of Black women writers in the nineteenth and twentieth centuries (e.g., Ida B. Wells, Mary Church Terrell, Ella Baker, Mary McLeod Bethune, Eleanor Holmes Norton, Angela Davis), the emergence of Black feminism, and the various social-political controversies surrounding the relationship of Black women to both the civil rights and Black power movements.

352 Pan-Africanism and Contemporary Black Ideologies Spring. 4 credits. Offered alternate years. A historical study of pan-Africanism that reviews and analyzes the literature and activities of early Black pan-African theorists and movements.

360 Ancient African Nations and Civilizations Fall. 3 credits. Offered alternate years.

M W F 1:25-3:20. J. C. Mbata.
An introduction to African history beginning with early civilizations in pre-colonial Africa.

361 Introduction to Afro-American History (from African Background to the Twentieth Century) Fall. 3 credits. Offered alternate years.

M W F 10:10. R. Harris.
Surveys the transition of Africans to America through the process of enslavement and their transformation into Afro-Americans. Explores the transition from slavery to freedom through the process of emancipation and the transformation of Afro-Americans from chattel slaves into rural peasants. Its purpose is to understand the internal dynamics of the Black experience from African origins to the age of segregation.

370 Afro-American History: The Twentieth Century Spring. 3 credits. Offered alternate years.

M W F 12:20. R. Harris.
Examines the transition of Afro-Americans from countryside to city through the process of migration and urbanization and their transformation into industrial laborers. Probes the transition from segregation to civil rights through the process of protest and the transformation of Afro-Americans from second-class into first-class citizens. The purpose is to understand historical antecedents for the current socioeconomic, political, and cultural status of Afro-Americans.

381 Contemporary African History Spring. 3 credits. Offered alternate years.

M W 12:20-1:25. C. Mbata.
A survey of the current problems on the African continent as they have appeared from 1500 to the present time. Important topics include the impact of the Atlantic slave trade, the European scramble of 1884,

various forms of African resistance to colonial occupation in 1914, and the prospects of protracted social unrest in Africa south of the Zambezi River.

382 Comparative Slave Trade of Africans in the Americas Fall. 3 credits. Offered alternate years. TR 1:25–2:30.

The focus is on eighteenth- and nineteenth-century slave societies in Virginia and South Carolina and the eighteenth-century slave societies in San Domingue or Haiti and to some extent in Jamaica. The slave society in Cuba during the latter part of the nineteenth century is studied.

400 Political Economy of Ideology and Development in Africa Spring. 4 credits. TR 11:15–12:40. L. Edmondson.

An exploration of the processes of African underdevelopment, ranging from historical foundations to contemporary international dynamics. Rival theories of underdevelopment, contending models of development, and competing ideologies will be explored. Common African postures as manifested in the "Lagos Plan of Action for the Economic Development of Africa, 1980–2000" and in the north-south dialogue will also be assessed.

405 Political History of the Age of Booker T. Washington and W. E. B. DuBois Spring. 4 credits. Offered alternate years.

A review of the intellectual and political history of the Black experience in the United States from 1890 to the eve of World War II. Although the course concentrates on two of the outstanding Black historical figures of the period, Booker T. Washington and W. E. B. DuBois, other personalities and leaders within Black social and political history will be examined—including Marcus Garvey, T. Thomas Fortune, A. Philip Randolph, Charles S. Johnson, William Monroe Trotter, and James Weldon Johnson. Major Black issues, such as the intellectual debates between DuBois and Washington, and DuBois versus Garvey, will constitute a critical part of the discussion.

410 Black Politics and the American Political System Fall. 4 credits. T 2:30. J. Turner.

The course is designed to engage students in a survey and analysis of the theoretical and empirical basis of Black politics in America. It is a sociohistorical investigation and evaluation of the variety of practical political activities among Black people in the United States.

420 Urbanization and the Black Community: Issues in Social Policy Spring. 4 credits. W 2–4:25. J. Turner.

The socioeconomic conditions of the Black urban community will be the central focus of the course. Community development models will be explored in relationship to the social needs of the Black populations. The changing configuration of internal organization of the Black community nationally will be examined.

422 African Literature Fall. 4 credits. M W 11:30–1. A. Adams.

Through the reading of twentieth-century novels and short stories from English-speaking and French-speaking sub-Saharan Africa, students will consider such questions as the influences of colonialism and independence on literary creativity and the contribution of the writer to the development of Africa. Representative authors to be studied will include Laye, Oyono, Achebe, Soyinka, Armah, Abrahams, and Ngugi. All works will be read in English.

425 Advanced Seminar in Black Theater and Dramatic Literature Spring. 4 credits. Enrollment limited. TR 4:25–5:45. W. Branch.

This course will be devoted to the study, rehearsal, production, and public performance of a play or plays drawn from the annals of Black American dramatic literature. Students will participate in all the various phases and categories of theatrical production, from acting to production crews to theater group

management. A field trip to a Black theater attraction in New York City will also be arranged if possible. Students who have successfully completed AS&RC 285 (Black Theater and Dramatic Literature) will be granted preference for the limited enrollment in this course.

431 History of Afro-American Literature Fall. 4 credits.

An extensive examination of the impact that Afro-American literature has had on describing, explaining, and projecting the Afro-American experience from 1619 to the present.

432 Modern Afro-American Literature Spring. 4 credits.

A study of fiction by Black writers, focusing on the political and sociological component that influenced the development and growth of Black writing in relationship to literary themes and attitudes current in specific periods and movements from post–World War I to the present.

451 (formerly 351) Politics and Social Change in the Caribbean Fall. 4 credits.

M W 10:10–12:05. L. Edmondson. A study of the historical, geostrategic, political, economic, and social (including racial and cultural) forces bearing on the domestic and international experiences of Caribbean societies. Special attention will be given to conflicting definitions and perceptions of the Caribbean; contending theories of Caribbean social structure and models of development; the continuing salience of struggles for change and transformation; prospects of regional integration; and Caribbean challenges to the global system, especially with regard to the region's relations with the United States in the context of the East-West conflict and its position in the Third World in the context of the north-south cleavage.

455 Modern Caribbean Literature Spring. 4 credits. W 2–4:25. A. Adams.

This course will examine the prose literature of the Caribbean islands. Through the reading of several novels and short stories from the various languages and cultural strains that comprise the Caribbean societies, students will study the points of commonality and the diversity within this body of literature. The recurrence of certain historical, social, and cultural issues that have formed the multi-ethnic Caribbean peoples will be analyzed in their varying manifestations across the linguistic and other boundaries to uncover the underlying shared experience.

460 African Philosophy and the Origins of Major Western Religions Fall or spring. 4 credits. M 3:35–6. Y. ben-Jochannan.

The overall objective of this course is to develop in the student an understanding of the origins of the philosophical, theosophical, and magic-religious teachings that were responsible for producing what is today called Judaism, Christianity, and Islam. From this juncture the most basic works and teachings from the Nile Valley and the Great Africans Lakes, and African religions will be compared to the adoptions in Hebrew, Christian, and Moslem religions, as well as in what is today called Greek philosophy.

475 Black Leaders and Movements in Afro-American History Spring. 4 credits. TR 2:55–4:10. R. Harris.

Analyzes the personalities, ideas, and activities central to the struggle for Afro-American liberation from the eighteenth-century to the present. Examines theories of leadership and the structure of protest movements with the goal of understanding current leadership needs and trends among Afro-Americans.

480 Race, Power, and Identity in American and South African Literature Fall. 4 credits. R 2:30–5. J. Davis.

The class will examine how writers, mainly in fiction, portray how white racism and privilege affect the identities of whites and Blacks. The texts will reveal major components of a composite portrait the writers have offered in portraying both races. Authors will

include James Baldwin, Richard Wright, and William Faulkner. We will also compare certain South African works to the American texts.

483 Themes in African History Fall. 4 credits. M W 1:25–3:20, plus one hour to be arranged. J. C. Mbata.

Topic for 1986–87: Women in African history. Designed to expose the student to what has been referred to as the particular aspects of African history. The survey approach will be adopted in the treatment of selected themes, and use will be made, when necessary, of the work done in auxiliary disciplines. The study will be along the following lines: (a) selected African heroines; (b) women in traditional African societies; and (c) African women in the twentieth-century industrial societies.

484 Politics, Conflict, and Social Change in Southern Africa Fall or spring. 4 credits. T 10:10–12:05. L. Edmondson.

The focus is on escalating conflicts and ongoing transformations in South Africa and the increasingly salient issue of United States relations with the *apartheid* regime. Topical emphases include the heightening contradictions of *apartheid*; the rising tide of Black resistance; women under and against *apartheid*; South Africa's relations with its neighbors; geopolitical, economic, and racial dimensions of the American connection; the disinvestment-divestment debate; and the Reagan administration's "constructive engagement" policy under challenge. Instructor's lectures will be supplemented by films, class discussion, and guest lectures.

485 Racism, Social Structure, and Social Analysis Seminar Spring. 4 credits. W 2–4:25. J. Turner.

An examination of the social structure of American society and the relationship of racial and class categories to social stratification. An analysis of power structures and the social salience of socioeconomic connections of government decision makers and the corporate structure is developed.

490 Advanced Reading and Research Seminar in Black History Spring. 4 credits. M W 1:25–2:15. J. C. Mbata.

The seminar is designed to help students acquaint themselves with the available sources of information and materials in Black history, as well as make the maximum use of their own inclinations and interests in unearthing the material and creating a body of comprehensive conclusions and generalizations out of them.

495 Political Economy of Black America Spring. 4 credits. M W 10:30–12:05.

An examination of the role that Black labor has played in the historical development of United States monopoly, capitalism, and imperialism. Emphasis is on the theory and method of political economy and a concrete analysis of the exploitation of Black people as slave labor, agricultural labor, and proletarian labor.

498–499 Independent Study 498, fall; 499, spring. Hours to be arranged. Africana Center faculty.

For students working on special topics, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty.

500 Political Theory, Planning, and Development in Africa Spring. 4 credits. TR 11:15–12:45.

The course explores the processes of underdevelopment of Africa from the epoch of slavery through colonial and neocolonial phases of domination, drawing on the assumptions of "underdevelopment" theory à la G. Frank, Walter Rodney, and others. It then takes up the differential content and emphasis on socialistic and capitalistic strategies by highlighting the interaction of political and economic forces. Case studies are drawn from Ghana, Kenya, and Tanzania.

505 Workshop in Teaching about Africa 4 credits. Prerequisites: AS&RC 203 and 204 or AS&RC 360 and 361 or permission of instructor. Offered alternate years. J. C. Mbata.

[510 Historiography and Sources: The Development of Afro-American History Fall. 4 credits. Prerequisite: upperclass or graduate standing or permission of instructor. Not offered 1988–89.

T 9:30–12:05. R. Harris. Studies the way Black historians in particular have explained the Afro-American past. Examines the development of writing on Afro-American history from the earliest writers to the present. Seeks to determine the principles for interpreting Afro-American history. Acquaints participants with the methodologies and sources central to understanding the Afro-American experience.]

515 Comparative Political History of the African Diaspora 4 credits. Prerequisites: upperclass or graduate standing or two of the following courses: AS&RC 203, 204, 283, 360, 361, 475, 484, 490. Offered alternate years.

520 Historical Method, Sources, and Interpretation Fall. 4 credits. Prerequisite: upperclass or graduate standing or two of the following courses: AS&RC 203, 204, 361, 475, 484, 490. Offered alternate years. J. C. Mbata.

550 Transnational Corporations in Africa and Other Developing Countries Spring. 4 credits. Prerequisites: upperclass or graduate standing or permission of instructor. Offered alternate years. Examines the role of transnational enterprises as an economic and political factor in the Third World, their relations with the host government, and their interaction with both the private and public sectors of the economy of the host country. Special emphasis on Africa and Latin America.

571 Graduate Seminar in Black Psychology Fall. 4 credits. Prerequisite: permission of instructor. R 9:05–12:05. W. Cross.

This is an upper-level undergraduate and graduate seminar devoted to psychological issues in the Afro-American experience. This seminar will examine the theoretical and empirical literature of Black family–kinship systems and Black self-concept.

598–599 Independent Study 598, fall; 599, spring. Variable credit. For all graduate students.

698–699 Thesis 698, fall; 699, spring. Limited to Africana Studies and Research Center graduate students. Africana Center faculty.

Agriculture, Food, and Society Concentration

F. H. Buttel, A. G. Power, coordinators; G. Altschuler, M. M. Devine, M. J. Esman, J. Fessenden-Raden, C. C. Geisler, A. Gillespie, B. Ginsberg, C. J. Greenhouse, D. J. Greenwood, S. L. Kaplan, D. R. Lee, T. J. Lowi, T. F. Lynch, T. A. Lyson, P. L. Marcus, V. Nee, D. I. Owen, D. Pimentel, N. T. Uphoff, D. Usher, M. W. Wachsberg. Office: 275 Clark Hall, 255-6042.

Agriculture, food, and society is an interdisciplinary concentration that is designed to introduce students to the study of agricultural and food issues from diverse perspectives within the liberal arts. The concentration seeks to make available to students a coherent program of study in which the role of agriculture in modern or prehistorical-historical and developed or developing societies can be understood in biological, social, scientific, and humanistic perspective. The concentration draws on courses in several colleges—in particular the Colleges of Arts and Sciences, Agriculture and Life Sciences, and Human Ecology.

Members of the concentration committee, which consists of faculty from each of the major colleges from which courses in the concentration are drawn, serve as advisers in the program. The committee is administered through the biology and society major (office: 275 Clark Hall, 255-6042).

Basic Requirements

The requirements for the agriculture, food, and society concentration are designed to ensure a broad background in the biological, socioeconomic, and humanistic dimensions of agricultural and food issues. These requirements include foundation courses in biology plus a minimum of six courses and 18 credits of electives.

Students enrolling in the concentration should take the following foundation courses in biology to prepare themselves for course work in agricultural science: a two-semester introductory biology sequence selected from Biological Sciences 109–110, 105–106, or 101–102 plus 102–104. (Advanced placement in biology with a score of 4 or 5, or Biological Sciences 100, offered during the six-week Cornell summer session for 7 credits, also satisfies the biological sciences requirement). These courses may be used to meet group 1 (physical or biological sciences) distribution sequence requirements in the College of Arts and Sciences.

It is recommended (but not required) that students in the agriculture, food, and society concentration elect one or more freshman writing seminars with agriculturally related content to meet basic college requirements for graduation. Agriculturally related freshman writing seminars would include those such as the following, which are being offered in 1988–89:

Biology and Society 103 In the Company of Animals Fall. 3 credits. A. Boehm.

Biology and Society 109 Women and Nature Spring. 3 credits. A. Boehm.

Biology and Society 113 Writing as a Naturalist 3 credits. Sec 01, fall or spring, L. Wilson. Sec 02, fall, M. Gilliland.

For further information and a complete list of courses that can be used to fulfill the concentration requirements, students should contact the Biology and Society office, 275 Clark Hall, 255-6042.

American Indian Program

C. Heth, director (300 Caldwell Hall, 255-6587); R. LaFrance, associate director

The American Indian Program (AIP) is a multidisciplinary, intercollege program consisting of academic, student support, research, extension, and publications—public relations components.

Academic component. The AIP offers courses that increase all students' awareness of the unique heritage of American Indians. Students are challenged by such topics as the sovereign rights of Indian nations and the contemporary relevance of Indian attitudes toward the environment. The program's instructional core consists of courses focusing on American Indian life with an emphasis on the Iroquois and other Indians of the Northeast. Core courses are supplemented by a variety of offerings from several departments. During the summer the AIP sponsors a program to educate elementary and secondary school teachers about the history and culture of American Indians with particular emphasis on Indians of New York State. Summer teacher-training institutes for public school teachers focus on mastering Indian studies content, developing new materials and strategies for teaching about American Indians, and developing skills in dealing with sensitive material.

Student support. The student support unit is designed to help Indian students attain a Cornell education. Some objectives are to create and maintain a system of student academic, financial, and personal support and to help students set postgraduate goals.

Research. Research priorities include education, social and economic development, agriculture, wildlife management, and cultural preservation.

Extension. The AIP's cooperative extension unit seeks to develop solutions to problems identified by Indian people. In this way the AIP can stimulate the application of institutional expertise and resources to community needs.

Publications and public relations. The AIP publishes its own multidisciplinary magazine, *Northeast Indian Quarterly* is home of the Indigenous Communications Resource Center, and participates in the Indigenous Press Network. Further, it sponsors conferences, lectures, and forums on important Indian issues both historical and contemporary.

American Indian Studies Concentration

American Indian studies offers an interdisciplinary approach to the study of American Indian life. Course work in various colleges and departments of the university will provide a broad base for understanding the past, present, and future of Indian people. Students selecting a concentration in American Indian studies must take five courses from those listed below. At least one course must be selected from each group. All course work must be approved by an adviser from the program.

For full descriptions of the following courses, consult the listings under individual departments.

The Indian Traditions

ALS 100 American Indian Studies: An Introduction

Anthropology 230 Cultures of Native North America

Anthropology 242 American Indian Philosophies I: Power and World Views (also Rural Sociology 242)

Anthropology 354 The Peopling of America

Music 223 Music of the American Indian

Indians in Transition

Anthropology 318 Ethnohistory of the Iroquois (also Agriculture and Life Sciences 318)

History 209 Political History of Indians in the United States

History 219 Freshman Writing Seminar: History of North American Indians

History 323–324 Native American History

History 381–382 Content and Form of Iroquois Diplomacy

History 429 American Indians in the Eastern North America

History 624 Graduate Seminar in American Indian History

Contemporary Issues

Anthropology 243 American Indian Philosophies II: Native Voices (also Rural Sociology 243)

Anthropology 442 American Indian Philosophies: Selected Topics

Rural Sociology 440 Social Impact of Rapid Resource Development

Independent Study

Independent study courses in departments; students must have approval of an American Indian studies faculty member.

Center for Applied Mathematics

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research over a wide range of the mathematical sciences. This program is based on a solid foundation in analysis, algebra, and methods of applied mathematics. The remainder of the graduate student's program is designed by the student and his or her Special Committee. For detailed information on opportunities for graduate study in applied mathematics, students should contact the director of the Center for Applied Mathematics, Sage Hall.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in an application-oriented program in mathematics may select an appropriate program in the Department of Mathematics, the Department of Computer Science or some department of the College of Engineering.

A listing of selected graduate courses in applied mathematics can be found in the description of the center on pages 16–17.

Biology and Society

June Fessenden-Raden, chairperson, biology and society (275 Clark Hall, 255-6042); R. Battistella, B. Bedford, A. Boehm, R. Boyd, S. Bronfenbrenner, S. M. Brown, Jr., F. H. Buttel, S. Ceci, C. C. Chu, J. Ford, J. Fortune, M. Gilliland, S. Gilman, D. Greenwood, J. Haas, M. A. Harwell, H. C. Howland, S. Jasanoff, B. Knuth, A. Lemley, S. A. Levin, B. A. Lewis, C. McClintock, K. S. March, L. Palmer, A. Parrot, D. Pimental, A. G. Power, W. Provine, H. Ricciuti, R. Root, H. Stinson, N. Sturgeon, J. M. Stycos, V. Utermohlen, M. W. Wachsberg, S. White-Means, S. Zahler

The biology and society major is offered to students enrolled in the College of Arts and Sciences and the College of Human Ecology. Undergraduates in the College of Agriculture and Life Sciences can develop an approved sequence of courses from the biology and society curriculum under general studies. The major is coordinated for students in all colleges through the biology and society office. Students can get information, specific course requirements, and application procedures for the major from the office in 275 Clark Hall.

Because the major is multidisciplinary, students must attain a basic understanding of each of the several disciplines it comprises. These include introductory courses in the fields of ethics, history or philosophy, biochemistry, ecology, genetics, organic evolution, and statistics. In addition, majors are required to take a core course and must develop a theme: a coherent and meaningful grouping of seven courses representative of their special interest in biology and society. Students should develop the theme and select the courses in consultation with a member of the biology and society faculty.

Admission to the Major

Students should have completed a year of college-level biology and submit an application during their sophomore year. Juniors are considered on a case-by-case basis. Upper-division applicants should realize the difficulties of completing the major requirements in less than two years. The application includes (1) a one-to-two-page statement explaining the student's intellectual interests in the biology and society major and why the major is consistent with the student's academic goals and interests; (2) a selected theme in the major; (3) a tentative plan of courses fulfilling biology and society requirements, including courses taken and those the student plans to take; and (4) a transcript of work taken at Cornell University, current as of the date of application.

Acceptance into the major requires completion of the course sequence in introductory biology. Students in the process of completing this prerequisite may be

admitted to the major on a *provisional* basis. It is the student's responsibility to assure that final acceptance is granted on completion of the introductory biology sequence. Although only introductory biological science is a prerequisite for acceptance, students will find it useful to have completed some of the other requirements (listed below) by the end of their sophomore year, preferably in the first semester.

There are student advisers and faculty available (according to posted office hours or by appointment) in the biology and society office, 275 Clark Hall, or 278 Clark Hall (advising office) to answer questions and to provide assistance.

Major Requirements

- 1) Basic courses
 - A. Biological sciences 100 or 101–104 or 105–106
 - B. College calculus (one course): Math 106, 108, or 111 or any higher-level calculus course
 - C. General chemistry (one-year sequence): Chem 103–104, 207–208, or 215–216.
- 2) Foundation courses (should be completed by the end of the junior year): one course in *each* subject area
 - A. Ethics: Bio&Soc 205 (also Bio Sci 205 and Phil 245) or Bio&Soc 206 (also Bio Sci 206 and Phil 246)
 - B. History or philosophy: Phil 381 or 389, or Bio&Soc 288 (also Hist 288 and Bio Sci 202), Bio Sci 207, or Hist 282
 - C. Biochemistry: Bio Sci 231, 330, or 331
 - D. Ecology: Bio Sci 261 or 262
 - E. Genetics: Bio Sci 281 or 282 or Pl Br 225
 - F. Organic evolution: Bio Sci 278 (required of all biology and society majors beginning with the class of 1991)
 - G. Statistics: Stat 200, ILR 210, Ag Ec 310, Ed 353, Soc 301, Psych 350, Math 372, Econ 319, OR&IE 370, or Stat 601
- 3) Core course
 - A. Bio&Soc 301 (also Anthr 301 and Bio Sci 301). Biology and society majors are required to take this course for 4 credits.
- 4) Themes (seven courses above the 100 level)
 - A. Humanities elective or issues (one course)
 - B. Natural sciences issues (one course)
 - C. Biology elective (two courses from biological sciences, nutritional sciences, agricultural sciences, human development and family studies, psychology, agronomy, animal science, entomology, food science, microbiology, natural resources, plant pathology, or veterinary medicine). These courses must have substantial biology content. Not all courses in these divisions and departments satisfy this requirement. Only one biology elective is required beginning with the class of 1991.
 - D. Social sciences issues (one course)
 - E. Social sciences elective (one course)
 - F. Senior seminar (one course in the senior year). Courses change yearly.

Themes in the Major

Students are encouraged to develop their own themes in a concentration area. Examples include biology, behavior, and society; biology and public policy; environment and society; food, agriculture, and society; and health and society. Sample theme areas are available in the biology and society office.

Independent Study

Projects under the direction of a biology and society faculty member are encouraged as part of the program of study in the student's theme area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1–4 credits in Biology and Society 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Students from the Colleges of Arts and Sciences and Agriculture and Life Sciences may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty

research, scholarly activities, and undergraduate opportunities are available in the biology and society office, 275 Clark Hall. Independent study credits may not be used in completion of the major requirements.

Honors Program

The honors program is available to biology and society majors from the Colleges of Arts and Sciences and Agriculture and Life Sciences and is designed to challenge the academically talented undergraduate student. Students who enroll in the honors program are given the opportunity to do independent study and to develop the ability to evaluate research dealing with issues in biology and society. Students participating in the program should find the experience intellectually stimulating and rewarding.

Selection of Students

During the first three weeks of the fall semester senior biology and society majors are considered for entry into the honors program by the Honors Program Committee. Applications for the honors program are available at the biology and society office, 275 Clark Hall. To qualify for the honors program, students must explain how the honors work will fit into their overall program, must have an overall Cornell cumulative grade-point average of at least 3.00 and at least a 3.30 cumulative grade-point average in all courses used to meet the major requirements. Students in the College of Agriculture and Life Sciences must also meet the requirements of that college and be selected by one of the existing college committees.

If, after admission to the honors program, a student fails to maintain a high scholastic average, or if for any other reason(s) he or she is considered unsuited for honors work, the student reverts to candidacy for the regular bachelor's degree. The student who does not continue in the honors program receives credit for any work passed in the program but is not eligible for a degree with honors.

Project Requirements

The satisfactory completion of a special project and the writing of an honors thesis are required. The project must include substantial research, and the completed work should be of wider scope and higher quality than the work normally required for an advanced course.

Initiative for formulation of ideas, developing the proposal, carrying out the study, and preparation of a suitable thesis all lie with the student. Honors projects will be under the direction of two advisers. Candidates must first find a biology and society faculty member willing to serve as the adviser and, together with the adviser, find a second adviser among the faculty at large. The purpose of the second adviser is to guarantee expertise in the subject matter covered by the thesis. Students in the college of Agriculture and Life Sciences must select this adviser from the area in which their thesis will be reviewed.

Students may take from 3 to 5 credits per term with up to a maximum of 8 credits in Biology and Society 499. They should enroll in Biology and Society 499 for one or both terms of their senior year after consultation with the biology and society thesis adviser. Students are encouraged to enroll for both terms to give them time to develop a project properly for the thesis. If registering for a two-semester honors project, students must register for the total credits desired for the whole project each term (e.g., 8 credits for the fall term and 8 credits for the spring term). Students should note, however, that Biology and Society 499, because it is a special honors course, is to be taken in addition to those courses that meet the regular major requirements. Honors projects cannot be used to fulfill the senior seminar requirement.

Honors Thesis

Students and their advisers should meet regularly during the period of research and writing for the honors thesis. The responsibility for scheduling these meetings, and for carrying out the research agreed on, rests with the students. Advisers are expected to make themselves available for discussion at the scheduled times and to offer advice on the plan of research, as

well as provide critical and constructive comments on the written work as it is completed. They are not expected, however, to have to pursue students either to arrange meetings or to ensure that the research and writing are being done on schedule.

There is no prescribed length for a thesis, since different topics may require longer or shorter treatment, but it should normally be no longer than seventy double-spaced, typed pages. When a thesis has been completed in a form satisfactory for purposes of evaluation, the candidate must meet with the thesis advisers and one member of the Honors Program Committee and formally defend the thesis. This should be no later than the last day of classes. Any student would be well advised, however, to provide reviewers with a polished draft at least four weeks prior to the last day of classes and defend his or her thesis well in advance of the end of classes to allow time for revisions. A public presentation of the honors work to faculty and students will be scheduled at the end of the student's last semester.

Course Requirements

499 Honors Project Fall or spring; two-semester projects are acceptable. 3–5 credits each term with a maximum of 8 credits for the entire project. Open only to biology and society honors students in their senior year.

Staff.

Students enrolled in Biology & Society 499 will receive a letter grade at the end of their final term, whether or not they complete a thesis and whether or not they are recommended for honors. Students enrolled for the whole year in 499 may receive either a letter grade for both terms or a grade of "R" for the first term with a letter grade for both terms submitted at the end of the second term. When a student is enrolled for two terms, the student and the thesis adviser must reach a clear agreement at the outset as to which grade will be assigned for the first term and on the basis of what sort of work. Minimally an honors thesis outline and bibliography should be completed during the first term.

Evaluation and Recommendation

Two copies of the completed and defended thesis (suitably bound in a plastic or hard-backed cover), together with the advisers' recommendations, must be submitted to the Honors Program Committee by the first day of study period of the student's final term.

Following the formal defense of the thesis, the thesis advisers will each submit to the Honors Program Committee a recommendation that includes (1) an evaluation of the honors work and the thesis, (2) an evaluation of the student's academic record in the biology and society major, and (3) a recommendation for or against awarding honors. (For College of Arts and Sciences students a justification for the level of honors proposed must be included.)

Copies of the thesis and recommendations will be circulated to the Honors Program Committee. As the committee may have little knowledge of the subject area of the thesis, letters of recommendation should be carefully prepared to help the committee ensure consistency in the honors program. Unless there is serious disagreement, the recommendation of the advisers should stand. If there is disagreement, the Honors Program Committee will make the decision after consultation with the interested parties.

Freshman Writing Seminars

For up-to-date information consult the John S. Knight Writing Program brochure.

Courses

205 Ethics and Medicine (also Philosophy 245 and Biological Sciences 205) Fall. 4 credits. Limited to 80 students. Registered students not attending the first week will be dropped from the course. Open to sophomores, juniors, and seniors; permission of instructor required for graduate students. Lec, T R 10:10–11:25, disc, 1 hour each week to be arranged. M. Wachsberg.

Critical philosophical analysis of the conceptual frameworks in which ethical problems associated with medicine can be formulated and solutions evaluated. General topics (with sample issues in parentheses) include knowledge in ethics (ethical skepticism, ethical relativism); proper social allocation of resources for, and within, medicine (entitlement to health care, access to scarce medical resources, cost-benefit analysis); the proper account of basic concepts such as illness, death, autonomy, and personhood (abortion, euthanasia, procreative technologies); and the professional-patient relationship (informed consent, confidentiality, medical paternalism). *Note:* A more detailed description of this course is available in the biology and society office, 275 Clark Hall.

206 Environmental Ethics (also Philosophy 246 and Biological Sciences 206) Spring. 4 credits. Open to all undergraduates; permission of instructor required for graduate students.

Lec, T R 10:10–11:25, disc, 1 hour each week to be arranged. M. Wachsberg.

Critical philosophical analysis of the conceptual frameworks in which policies affecting the environment are formulated and judged. An introductory section of the course discusses the nature of ethics and the possibility of knowledge in ethics. The first major substantive component of the course deals with the nature and extent of individual and social obligations to spatially distant people, future generations, nonhuman animals, and nonsentient things (e.g., the ecosystem). The second major component of the course deals with the appropriate analysis of the origin of environmental problems and the range of options for their solution. Topics include individual vs. collective goods, cost-benefit analysis, and coordination problems. *Note:* A more detailed description of this course is available in the biology and society office, 275 Clark Hall.

232 Recombinant DNA Technology and Its Applications (also Biological Sciences 232) Spring. 3 credits. Disc limited to 20 students. Prerequisite: one year of introductory biology. There is a possible fee for course reading material.

Lec, T R 10:10–11:25, J. Calvo, J. Fessenden-Raden, F. H. Buttel.

An introduction to molecular approaches to biology. Basic concepts underlying recombinant DNA technology together with strategies for cloning genes are discussed. Much of the course deals with applications of recombinant DNA technology to basic research and to biotechnology. Applications to be discussed include screening for genetic diseases, plant improvement, and production of insulin, interferon, blood-clotting factors, growth hormones, vaccines, and feedstock chemicals. Scientific, historical, regulatory, social, and ethical issues form the basis of the discussions. Recommended especially for sophomores desiring a firm background in recombinant DNA technology in preparation for taking genetics and biochemistry. Also appropriate for an intelligent layperson who wants to understand some new research discoveries and applications stemming from them.

[288 History of Biology (also History 288 and Biological Sciences 202)] Spring. 3 credits. Prerequisite: one year of introductory biology. Not offered 1988–89; next offered 1989–90.

Lec, T R 10:10–11:30. W. Provine. An examination of the history of biology, emphasizing the interaction of biology and culture. Original writings of biologists constitute the bulk of reading assignments. This course covers the period from classical antiquity to the present, but primary emphasis is on twentieth-century biology.]

300 Biology and Society: Preparation for Research Fall. 1 credit. Prerequisite: Biology and Society 301 or concurrent enrollment. S–U grades only. Disc–sem, M 4:40–5:30. J. Fessenden-Raden and staff.

For all biology and society majors interested in doing independent study or honors work. Faculty presentations on their current research and the

methodologies used in their individual areas. Preparation of project outlines and literature review. Recommended for Biology and Society juniors.

301 Biology and Society: The Biocultural Perspective (also Anthropology 301 and Biological Sciences 301) Fall. 3 or 4 credits (3 credits by arrangement with instructor). Biology and society majors are required to take the course for 4 credits. Prerequisite: one year of introductory biology. This is the core-course requirement for the biology and society major and is also available to other students who have fulfilled the necessary prerequisite.

Lec, T R 11:40–12:55; disc, T 2:30 or 3:35 or hours to be arranged. P. McLaughlin.

In modern evolutionary theory, human biology, behavior, and institutions are understood as the ongoing products of interactions between human biological evolution and cultural change. Nevertheless, numerous attempts to examine the evolutionary processes in humans violate key tenets of evolutionary theory, unwittingly reproducing elements of pre-Darwinian views of human nature. After reviewing the pre-Darwinian context and reading *The Origin of Species*, the course explores attempted applications of evolutionary analysis to humans and develops a cultural explanation of the persistence of pre-Darwinian elements in many of them.

[306 Biology and Society: Institutions, Roles, and Accountability (also Human Service Studies 306)] Spring. 3 credits. Prerequisite: introductory biology or permission of instructor. Not offered 1988–89.

Lec, M W F 2:30. L. Palmer, C. McClintock. Developments in modern biology are having a profound impact on fundamental institutions such as medicine, religion, the family, and social control processes such as law. The course will analyze institutions whose primary functions are regulatory practice (e.g., the Federal Drug Administration), care giving (e.g., health, mental health agencies), policy and legislation (e.g., legislative or executive branch of government), cultural practice (e.g., family structures), education (e.g., higher education), and social control (e.g., prisons, mental hospitals). Students will study the institutional and legal basis for regulation of professions, individual roles and ideologies in institutions, and the dynamics and techniques for institutional change.]

[312 The Anthropology of Medicine (also Anthropology 312)] Spring. 4 credits. Limited to 15 students. Prerequisites: Anthropology/Biological Sciences/Biology and Society 301 and permission of instructor. Not offered 1988–89.

Lec, T 2:30–4:30. D. J. Greenwood, D. Holmberg. An examination of contemporary medical systems from an anthropological perspective and an evaluation of current approaches to the anthropology of medicine.]

[327 Health and Disease (also German Studies 327 and Psychology 387)] Fall. 4 credits. Common Learning course. Prerequisite: permission of instructor. Limited to 20 students. S–U grades optional. Offered alternate years. Not offered 1988–89. M 1:25–3:20. S. L. Gilman.]

[328 Medical Metaphors and their Cultural Function (also German Literature 328)] Fall. 4 credits. Not offered 1988–89. Disc, T 2:30–4:40. S. Gilman.

Why is a person we think is an outsider "sick"? We will explore, using literary and medical texts, the nature of metaphor of pathology from the Renaissance to the present, from diseases such as syphilis to the modern backache. All readings in English.]

[347 Human Growth and Development: Biological and Social Psychological Considerations (also Human Development and Family Studies 347 and Nutritional Sciences 347)] Spring. 3 credits. Prerequisites: Biological Sciences 101 or 109 or equivalent, and Human Development and Family Studies 115 or Psychology 101. Offered alternate years. Not offered 1988–89; next offered 1989–90. Lec, M W F 1:25–2:15. J. Haas, H. Ricciuti. A review of major patterns of physical growth from the

fetal period through adolescence, with consideration of biological and socio-environmental determinants of growth as well as physical and psychological consequences of variations in growth patterns. An examination of normal patterns of growth is followed by an analysis of major sources of variations in growth (normal and atypical).]

375 Independent Study Fall or spring. 1–4 credits. Prerequisite: written permission of faculty supervisor. Staff.

[386 Culture and Human Disease (also Anthropology 386)] Fall. 4 credits. Prerequisite: one biology or one anthropology course. Not offered 1988–89.

Lecs, M W F 10:10. Staff.
Explores the interrelationships between human society and the incidence of biological illness. The course focuses upon genetic and behavioral mediation of the immune system, as well as the culturally shaped epidemiology of parasitism, zoonoses, chronic disease, addiction, and diseases of undernutrition, overnutrition, and aging. The socioecology of disease in Southeast Asia, Asia, Latin America, and the United States will be emphasized with examples including malaria, influenza, rickets, lactose intolerance, protein-calorie malnutrition, diabetes, cancer, obesity, substance abuse, anorexia, osteoporosis, hypertension, and heart disease.]

400 Undergraduate Seminar Fall or spring. Variable credit. May be repeated for credit. Staff.

From time to time different seminars on topics of interest to undergraduates are offered. Topics and instructors are listed in the Biology and Society supplement issued at the beginning of each semester.

[401 Senior Seminar: The History of Biology (also History 447)] Fall. 4 credits. Limited to 20 students. A Common Learning course. Not offered 1988–89. Sec, T 2:30–4:30. W. Provine.]

[402 Senior Seminar: The History of Biology (also History 448)] Spring. 4 credits. Not offered 1988–89. Sec, T 2:30–4:30. W. Provine.]

[404 Senior Seminar: Human Fertility in Developing Nations (also Rural Sociology 408)] Fall. 3 credits. Prerequisite: a population course or permission of instructor. Offered alternate years. Not offered 1988–89; next offered 1989–90.

Lecs, R 3–5:30. J. M. Stycos.
A review of the major literature dealing with the social causation of variation in human fertility. Emphasis will be on international comparisons and on the methodology of field research.]

406 Senior Seminar: Biotechnology and Law Fall. 4 credits. Limited to 20 students. Recommended: a course in genetics or rDNA, a course in American government or law, or permission of instructor. Fee for course reading materials. Offered alternate years. Lec, W 2:30–4:25. S. Jasanoff,

J. Fessenden-Raden.
Biotechnology, with its myriad applications in areas such as medicine and agriculture, is developing more rapidly than the social institutions that are capable of controlling it. This course explores the use and potential abuse of biotechnology in areas such as genetic screening and counseling, reproductive technologies, intentional release of genetically engineered organisms, patents, and ownership of human tissue. Particular attention will be given to evolving legal and management strategies for regulating the applications of biotechnology. Readings are from science, medicine, law, and public policy. A research paper is required.

407 Law, Science, and Public Values (also Government 407) Spring. 4 credits.

Lec, M 2:30–4:30; disc, W 1:25 or 3:35. S. Jasanoff.
This course explores the varied interactions between science and the legal process that have developed in recent years as a result of attempts to bring greater

public accountability to the use of science and technology. It examines the activities of both legislatures and courts in controlling science and analyzes the values underlying these initiatives. Three major types of science-law interactions form the focus of the course: regulation of new technologies, judicial review of risk-management decisions, and legal control of professional standards in science and technology. Specific topics include the regulation of toxic chemicals and nuclear power, controversies about biotechnology, reproductive technologies and biomedical research, and science fraud.

[408 Senior Seminar: Agriculture, Society, and Biotechnology (also Rural Sociology 405)] Spring. 3 credits. Prerequisites: two courses in the social sciences and three courses in the biological or agricultural sciences. Offered alternate years. Not offered 1988–89.

Lecs, W 1:25–4:25. F. H. Buttel.
An examination of the socioeconomic aspects of biotechnology in the context of historical patterns of technological change in agriculture in developed and developing countries. Background is provided on scientific aspects of biotechnology. The major topics covered include the social organization of genetic engineering research, industry-university relationships, and the impact of genetic engineering on agriculture.]

412 Senior Seminar: Institutions and Social Responsibility (also Human Service Studies 400.01) Spring. 3 credits. Limited to 15 students. Prerequisite: introductory biology or permission of instructors.

T 2:30–4:30. L. Palmer, C. McClintock.
This course will help students understand the impact of developments in biology on social institutions, such as health and medicine, the family, religion, and law. It will develop frameworks and methods for the analysis of institutions, their organizational dynamics, their impact on society and professional practice, and the role of the individual in creating beneficial institutional forces. The major writing assignment for the seminar is the development of a case study by a team of students and a written explanation of the materials developed.

414 Senior Seminar: Population Policies (also Rural Sociology 418) Fall. 3 credits. Prerequisite: a population course or permission of instructor. Offered alternate years.

Lecs, R 1:25–4:30. J. M. Stycos.
The ways in which societies try to affect demographic trends. Special focus is on government policies and programs to influence fertility.

415 Senior Seminar: The Politics of Technical Decisions I (also Sociology 515, City and Regional Planning 541, Government 628) Fall. 4 credits.

Lecs, M 2:30–4:25. T. Gieryn.
Political aspects of decision-making in technical areas. Drawing from recent risk disputes, we will examine the origins and characteristics of "technical politics," the role of experts in government, and the problem of expertise in a democratic system.

[426 Medicine and the Law] Fall. 4 credits. Prerequisite: Biology and Society 301 or permission of instructor. Letter grades only. There is a possible fee for copying charges. Not offered 1988–89.

Lecs, M T W 2–2:50. L. Palmer.
The role of law in modern medicine (and the related biomedical sciences) will be examined from the perspective of the social functions of law and medicine. A number of policy and ethical issues will be considered, including the role of hospitals and other health organizations in doctor-patient interactions, the social aspects of physician-patient interactions, the effect of medical malpractice on health-care delivery, legal issues in the care of the newborn and health-care decisions for incompetents and terminally ill patients.]

428 Senior Seminar: Medical Service Issues in Health Administration (also Human Service Studies 628) Spring. 3 credits.

Sec, M W F 2:30–3:20. V. Utermohlen.
A survey of the issues that affect interactions between the health-care consumer and the health-care team,

including disease processes (how disease occurs and progresses), the health-care team and illness, third-party payment and illness, and resource allocation.

442 Senior Seminar: Social and Political Studies of Science (also Sociology 355 and City and Regional Planning 442) Spring. 3 credits.

Lecs, M 2:30–4:25. T. Gieryn.
A view of science less as an autonomous activity than as a social and political institution. We will discuss such issues as secrecy in science, ethical and value disputes, and the limits to scientific inquiry in the context of the changing relationships between science and the public.

451 Senior Seminar: AIDS and Society Fall. 3 credits. Limited to 20 students who have been approved by Professor A. van Tienhoven, 102 Rice Hall. A Common Learning course.

W 2:30–4:30. A. van Tienhoven and others.
Discussions of the impact of acquired immune deficiency syndrome (AIDS) on society will consist of faculty seminars on the biology of the virus, the epidemiology of the disease, the legal aspects of controlling the spread of the disease, and the impact of the disease on the performing arts, especially theater. Students will be required to contribute their own seminar presentations.

[459 Senior Seminar: Risk Management of Toxic Chemicals] Fall. 3 credits. Limited to 12 students. Prerequisite: a course in biochemistry or toxicology or permission of instructor. Offered alternate years. Not offered 1988–89; next offered 1989–90.

Sec, T 2:30–4:25. J. Fessenden-Raden.
Select cases of chemical-risk communication and risk management by government agencies, communities, industries, and individuals will be reviewed. Potential topics to be included are toxic wastes, groundwater contamination, chemical accidents, and community right-to-know. The roles of social, economic, political, legal, and ethical factors in decision making will be discussed. Readings from the various disciplines, including scientific papers and reports, will provide background for class discussions. A research paper and class presentation are required.]

461 Senior Seminar: Environmental Policy (also Biological Sciences 661) Fall and spring. 3 credits. Prerequisite: permission of instructor.

Sec, R 7:30–9:30 p.m. D. Pimentel.
This course uses an interdisciplinary approach to focus on complex environmental and energy problems. Ten to twelve students, representing several disciplines, investigate significant environmental problems. The research team spends two semesters preparing a scientific report for publication in *Science* or *BioScience*.

469 Food, Agriculture, and Society (also Biological Sciences 469) Spring. 3 credits. Prerequisite: an introductory ecology course or permission of instructor. There is a possible fee for course reading material.

Lecs, T R 1:25–2:40 plus disc to be arranged. A. G. Power.
A multidisciplinary course that deals with the social and environmental impact of food production in the United States and developing countries. Agroecosystems of various kinds are analyzed from biological, economic, and social perspectives. The impacts of traditional, conventional, and alternative agricultural technologies are critically examined in the context of developed and developing economies. Specific topics include pest management, soil conservation, farm labor, land reform, biotechnology, and international food policy.

[485 Senior Seminar: Human Development in Postindustrialized Societies (also Human Development and Family Studies 485)] Spring. 4 credits. A Common Learning course. Not offered 1988–89.

T R 2:30–4:25. U. Bronfenbrenner.
The course analyzes the implications for human development of the profound economic, technical, and social changes that have been taking place in modern societies, with a special focus on the United States.

Particular emphasis is placed on the consequences for human effectiveness of the powerful interplay between changes in family life, on the one hand, and the major institutions of society such as schools, communities, business and industry, and government on the other. The relations between these domains will be examined as they influence, and are influenced by, processes of biological and psychological development throughout the life course. The topic will be treated from the perspective of several relevant disciplines, including human biology, developmental psychology, sociology, anthropology, Japanese studies, economics, American history, and European history.]

499 Honors Project Fall or spring; two-semester projects are encouraged. 3–5 credits each term with a maximum of 8 credits for entire project. Open only to biology and society honors students in their senior year. Staff.

Cognitive Studies Program

F. Keil (psychology), S. McConnell-Ginet (linguistics), codirectors. K. Birman, R. Constable, B. Donald, D. McAllester, P. Panangaden, G. Salton, A. Segré (computer science); J. Condry, B. Koslowski, B. Lust, M. Potts, G. Suci (human development and family studies); L. Babby, J. Bowers, G. Chierchia, G. N. Clements, J. Gair, W. Harbert, J. Huang, J. Kingston, A. Landman, S. McConnell-Ginet, C. Rosen, C. Shih, M. Suher, L. Waugh, J. Whitman (linguistics); A. Nerode, R. Platek, R. Shore (mathematics); A. Appiah, R. Boyd, C. Ginet, H. Hodes, S. Shoemaker (philosophy); J. Cutting, B. Finlay, E. Gibson, B. Halpern, F. Keil, C. Krumhansl, H. Kurtzman, H. Levin, E. Spelke (psychology)

Cognitive studies is comprised of a number of disciplines that are linked by a major concern with such fundamental capacities of the mind as perception, memory, reasoning, language, and motor control. In the College of Arts and Sciences these disciplines are represented in the Departments of Computer Science, Linguistics, Mathematics, Philosophy, and Psychology. Elsewhere in the university they are represented in the Department of Human Development and Family Studies (College of Human Ecology), the Section of Neurobiology and Behavior (Division of Biological Sciences), and the Department of Education (College of Agriculture and Life Sciences).

The issues addressed in cognitive studies arise at several levels. At the broadest level are problems of characterizing such basic notions as "mind," "knowledge," "information," and "meaning." At a more specific level are questions regarding the abstract operating principles of individual components of the mind, such as the components underlying visual perception, language ability, and understanding of concepts. These principles concern the organization and behavior of the components and also how the components develop and change. And at the most specific level are questions about the properties of the elementary computational structures and processes that constitute these components.

Important insights into issues of these kinds have been achieved in recent years as a result of the various cognitive studies disciplines converging in their theoretical and methodological approaches. It is this convergence, in fact, that warrants grouping the disciplines together under the single term "cognitive studies." Even greater progress can be expected in the future as a consequence of increasing cooperation among the disciplines.

Undergraduate Concentration

Professor H. Kurtzman (psychology), director of undergraduate studies (224 Uris Hall, 255-3835)

The undergraduate concentration in cognitive studies provides a framework for the design of structured, individualized programs of study in this growing interdisciplinary field. Such programs of study are intended to serve as complements to intensive course work in a single discipline as represented in an individual department. It is considered crucial that students gain a strong background in an individual

department, independent of their work in the concentration. This background provides both a foundation and a focus for the concentration work.

In light of the importance of a strong background in an individual department, it is required that a student seeking admission to the concentration have completed or plan to complete three courses in one department from among the list of courses below. (Such a student will typically be a major in the department, but being a major is not necessary. The Section of Neurobiology and Behavior counts as a department here.) These three courses are, however, the only requirement for admission. To enter the concentration formally, the student should consult with the concentration director, who will assign the student a concentration adviser (from among the faculty listed above) who has expertise in the student's main areas of interest.

The concentration requires that the student take five courses from departments other than the one from which the student takes the three courses needed for admission to the concentration. These five courses may not all be taken from a single department. The student must gain approval for the selection of five courses from the concentration adviser. The five courses will generally be chosen from among the list below, but other courses (including independent study) are permissible in individual cases.

In addition to assisting in and approving the student's selection of courses, the concentration adviser serves as a general source of information about the field of cognitive studies, relevant resources around the university, and job and graduate school opportunities.

Graduate Minor

For information, consult Professor B. Lust, graduate faculty representative (Department of Human Development and Family Studies, NG28 Martha Van Rensselaer Hall, 255-0829), or S. Wurster (225 Uris Hall, 255-6431).

Courses

Computer Science

211 Computers and Programming Fall or spring. 3 credits.

212 Modes of Algorithmic Expression Fall. 4 credits.

280 Discrete Structures Fall or spring. 4 credits.

381 (or 481) Introduction to Theory of Computing Fall. 4 credits.

410 Data Structures Fall or spring. 4 credits.

411 Programming Languages and Logics Spring. 4 credits.

472 Introduction to Artificial Intelligence Fall. 4 credits.

482 Introduction to Analysis of Algorithms Spring. 4 credits.

486 Applied Logic (also Mathematics 486) Spring. 4 credits.

Education (College of Agriculture and Life Sciences)

210 Introduction to Applied Psychology: Learning and Memory Fall. 3 credits.
J. A. Dunn.

Human Development and Family Studies (College of Human Ecology)

333 Cognitive Processes in Development Fall. 3 credits.
Staff.

431 Learning in Children Fall. 4 credits.
M. Potts.

432 Cognitive Development and Education Spring. 3 credits.
M. Potts.

434 The Growth of the Mind: A View from Piaget's Theory Spring. 4 credits.
B. Lust.

436 Language Development (also Psychology 436 and Linguistics 436) Spring. 4 credits.
B. Lust.

438 Thinking and Reasoning Fall. 3 credits.
B. Koslowski.

Linguistics

101–102 Theory and Practice of Linguistics Fall and spring. 4 credits each term.
Fall: C. Rosen, J. Whitman; spring: J. Gair.

264 Language, Mind, and Brain Fall. 4 credits.
J. Bowers.

301–302 Phonology I, II Fall and spring. 4 credits each term.
Staff.

303 Syntax I Fall. 4 credits.
W. Harbert.

304 Syntax II Spring. 4 credits. J. Huang.

309 Morphology I Fall. 4 credits.
L. Waugh.

310 Morphology II Spring. 4 credits.
J. Bowers.

316 Introduction to Mathematical Linguistics Spring. 4 credits.
F. Landman.

319–320 Phonetics I, II Fall and spring. 3 credits each term.
J. Kingston.

325 Pragmatics Fall. 4 credits.
S. McConnell-Ginet.

370 Language and Cognition (also Psychology 370) Spring. 4 credits.
J. Bowers, H. Kurtzman.

400 Semiotics and Language Spring. 4 credits.
L. Waugh.

401 Language Typology Fall. 4 credits.
J. Gair.

418 Nonlinear Phonology Spring. 4 credits.
Staff.

421–422 Semantics I, II Fall and spring. 4 credits each term.
G. Chierchia.

436 Language Development (also Psychology 436 and HDFS 436) Spring. 4 credits.
B. Lust.

Mathematics

481 Mathematical Logic Spring. 4 credits.

486 Applied Logic (also Computer Science 486) Spring. 4 credits.

Neurobiology and Behavior (Division of Biological Sciences)

221 Neurobiology and Behavior I: Introduction to Behavior Fall. 3 or 4 credits.
T. Eisner and staff.

222 Neurobiology and Behavior II: Introduction to Neurobiology Spring. 3 or 4 credits.
R. Harris-Warrick and staff.

326 The Visual System Spring. 4 credits.
H. Howland.

396 Introduction to Sensory Systems (also Psychology 396) Spring. 3 or 4 credits.
B. Halpern.

424 Neuroethology Fall. 3 credits.
Staff.

492 Sensory Function (also Psychology 492) Spring. 4 credits.
H. Howland, B. Halpern.

Philosophy

231 Introduction to Formal Logic Fall or spring. 4 credits.
J. Jarrett.

261 Knowledge and Reality Fall. 4 credits.

262 Philosophy of Mind Spring. 4 credits.
S. Shoemaker.

331 Formal Logic Spring. 4 credits.
H. Hodes.

332 Semantics (Philosophy of Language) Fall. 4 credits.

361 Metaphysics and Epistemology Fall. 4 credits.
A. Appiah.

381 Philosophy of Science: Knowledge and Objectivity Fall. 4 credits.
R. Boyd.

382 Philosophy and Psychology

389 Philosophy of Science: Evidence and Explanation Spring. 4 credits.

436 Intensional Logic Spring. 4 credits.

437 Problems in the Philosophy of Language Fall. 4 credits.
K. Olson.

461 Metaphysics Fall. 4 credits.
A. Appiah.

462 Theory of Knowledge Fall. 4 credits.

Psychology

205 Perception Spring. 3 credits.
J. Cutting.

209 Development Spring. 4 credits.
F. Keil or E. Spelke.

214 Knowledge and Reasoning Spring. 3 credits.
C. Krumhansl.

215 Psycholinguistics Fall. 3 or 4 credits.
H. Kurtzman.

305 Visual Perception Fall. 4 credits.
J. Cutting.

308 Perceptual Learning Fall. 3 credits.
Staff.

309 Development of Perception Fall. 4 credits.
E. Spelke.

313 Perceptual and Cognitive Processes Fall. 4 credits.
Staff.

314 The Social Psychology of Language Spring. 4 credits.
H. Levin.

316 Auditory Perception Spring. 3 or 4 credits.
Staff.

332 Biopsychology of Learning and Memory Spring. 3 credits.
T. DeVogd.

370 Language and Cognition (also Linguistics 370) Spring. 4 credits.
J. Bowers, H. Kurtzman.

396 Introduction to Sensory Systems (also Biological Sciences 396) Spring. 3 or 4 credits.
B. Halpern.

412 Human Experimental Psychology Laboratory Spring. 4 credits.
Staff.

415 Concepts, Categories, and Word Meanings Fall. 4 credits.
F. Keil.

416 Psychology of Language Spring. 4 credits.
H. Kurtzman.

417 The Origins of Thought and Knowledge Spring. 4 credits.
F. Keil.

418 Psychology of Music Fall. 3 or 4 credits.
C. Krumhansl.

425 Brain and Behavior Fall. 3 or 4 credits.
B. Finlay.

436 Language Development (also Linguistics 436 and HDFS 436) Spring. 4 credits.
B. Lust.

465 Mathematical Psychology Spring. 4 credits.
Staff.

490 History and Systems of Psychology Fall. 4 credits.
H. Levin.

492 Sensory Function (also Biological Sciences 492) Spring. 4 credits.
H. Howland, B. Halpern.

Graduate Courses and Seminars

The following courses and seminars are generally for graduate students only. However, some may be appropriate for advanced undergraduates. The director of the concentration must approve an undergraduate's use of any of these for satisfying the concentration requirements.

Cog St 773 (also Philosophy 773 and Psychology 773) Proseminar in Cognitive Studies I Fall. 2 credits.

Taught jointly by faculty from philosophy and psychology.

This is the first term of a yearlong lecture-and-discussion course that is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, its acquisition, and its use. Topics for the fall semester include the psychology of perception and cognition and the philosophy of mind, language, and knowledge.

Cog St 774 (also Computer Science 774 and Linguistics 774) Proseminar in Cognitive Studies II Spring. 2 credits.

Taught jointly by faculty from computer science and linguistics.

This is the second half of a yearlong lecture-and-discussion course that is intended to provide graduate students with an interdisciplinary introduction to the study of knowledge, its representation, its acquisition, and its use. The focus will be on the contribution of linguistics, computer science, and neuroscience to the

study of cognition. Topics may include the phonology, syntax, and semantics of natural language; artificial intelligence work in natural language processing, vision, and reasoning; parallel distributed processing; and neuropsychology.

CS 600–601 Computer Science and Programming

CS 655 Mathematical Foundations of Computer Modeling and Simulation

CS 661–662 Robotics

CS 671 Introduction to Automated Reasoning

CS 682 Theory of Computing

CS 715 Seminar in Programming Refinement Logics

HDFS 600/700 Graduate Seminars

Ling 600/700 Graduate Seminars

Ling 601 Topics in Phonological Theory

Ling 647–648 Speech Synthesis by Rule

Math 581 Logic

Math 655 Mathematical Foundations of Computer Modeling and Simulation

Math 684 Recursion Theory

Math 688 Topics in Applied Logic

Phil 631 Logic

Phil 633 Philosophy of Language

Phil 661 Theory of Knowledge

Phil 662 Philosophy of Mind

Phil 664 Metaphysics

Phil 665 Metaphysics

Phil 681 Philosophy of Science

Phil 682 Philosophy of Social Science

Phil 700 Graduate Seminars

Psych 510–511 Perception

Psych 512–514 Visual Perception

Psych 517 Language and Thinking

Psych 518 Psycholinguistics

Psych 519–520 Cognition

Psych 522 Topics on Perception and Cognition

Psych 561 Human Development and Behavior

Psych 700 Graduate Seminars

College Scholar Program

Dean Lynne Abel, director, 55 Goldwin Smith Hall, 255-3386

The College Scholar program is described in the introductory section, p. 114.

397 Independent Study Fall or spring. 1–4 credits.
Prerequisite: permission of program office.

499 Honors Research Fall or spring. 1–8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

East Asia Program

140 Uris Hall

K. Brazell, director; R. Barker, M. G. Bernal, M. C. Chou, S. Cochran, T. Cullen, B. deBary, P. Graham, E. M. Gunn, J. Huang, J. V. Koschmann, L. C. Lee, T. Lyons, D. McCann, T. L. Mei, V. Nee, T. J. Pempel, C. A. Peterson, D. Poston, N. Sakai, P. S. Sangren, C. L. Shih, T. Shiraiishi, V. Shue, R. J. Smith, R. Sukle, J. K. Wheatley, J. Whitman, M. W. Young

East Asian studies at Cornell is led by twenty-nine faculty members from four colleges, who participate in a program of research and teaching on the civilizations of East Asia. Courses are offered in most of the humanities and social science disciplines as well as in the fields of business, city and regional planning, and hotel administration. There are comprehensive language courses in Mandarin, Cantonese, and Japanese, and a new program is being developed in Korean. Intensive language instruction is offered in the Full-year Asian Language Concentration (FALCON) in Japanese and Mandarin. Undergraduates major in the Asian Studies department and concentrate on the language and culture of one East Asian country, while graduate students may work toward an M.A. in East Asian studies, a dual M.B.A./M.A. degree, or an M.A./Ph.D. degree in a discipline such as agricultural economics, anthropology, art, city and regional planning, government, history, linguistics, literature, rural sociology, or sociology. Several fellowships are available for graduate students who want to concentrate in East Asian studies.

The formal program of study is enriched by numerous extracurricular activities, including a Chinese language house; a Chinese, Japanese, and Korean film series; career workshops; and many lectures and performances relating to East Asia. The Watson Collection in Olin Library is a comprehensive collection of books on East Asia in Western languages and in Japanese and Chinese. The Mary Rockwell Galleries of the Herbert F. Johnson Museum of Art have an excellent collection of East Asian art.

Freshman Writing Seminars

For information about the requirements for freshman writing seminars, see p. 19. For descriptions of seminar offerings, consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in November for the spring term.

Human Biology Program

J. Haas (nutritional sciences), director, N206 Martha Van Rensselaer Hall, 255-8001; R. Dyson-Hudson (anthropology), B. Finlay (psychology), J. Fortune (physiology/women's studies), R. Johnston (psychology), K. A. R. Kennedy (ecology and systematics), M. LaVelle (anthropology), D. Levitsky (nutritional sciences), R. Savin-Williams (human development and family studies)

Human biology integrates the methods and theories of many disciplines, such as biological anthropology, nutrition, neurobiology, psychology, demography, ecology, genetics, and paleontology, into a comprehensive study of biological diversity in *Homo sapiens*. A central focus of this interdisciplinary approach to the study of the human organism is an understanding of evolutionary processes that explain our biological variation through space and time. The program of study seeks to educate future biological scientists to address the concerns of a society that is becoming more demanding of the scientific community to place its specialized biological knowledge in a broad context. The human biology curriculum is of particular relevance to undergraduate students in premedical and predentistry programs, biological anthropology, nutrition, human development, ecology and systematics, psychology, physiology, genetics, and the health-related sciences. It serves to bring together students with a common interest in humankind as defined from these diverse fields and to provide a forum for student-faculty interaction on various topics relating to human evolution and biological diversity. Human Biology is not a major but a curriculum of study that

provides majors in various departments with a program for selecting elective courses that deal with the biology of the human species. Students in their junior year may develop a program of study in human biology while majoring in a number of different departmental fields.

Basic Requirements

The requirements for a program of study in human biology are designed to insure sufficient background in physical sciences and mathematics to enable the student to pursue a wide range of interests in the fields of modern biological sciences, anthropology, and fields related to the evolution and physical diversity of the human species. Adjustments may be made in these requirements, depending upon the student's academic background and affiliation with colleges and schools within the university.

The basic requirements are one year of introductory biology (Biological Sciences 101–103 plus 102–104 or 105–106 or Biological Sciences 100 offered during the six-week Cornell Summer Session); one year of general chemistry (Chemistry 207–208 or 215–216 or 103–104); one year of college mathematics, including at least one semester of calculus (Mathematics 111–112 or 113–112 or 105–106 or 111–105 or 113–105); at least one semester of organic chemistry lectures (Chemistry 253 or 357–358 or 359–360); one course in genetics (Biological Sciences 281 or 282); one course in biochemistry (Biological Sciences 330 or 331); two semesters of physics (Physics 207–208 or 112–213–214 or 101–102). It is recommended that students planning graduate careers in biological anthropology, psychology, and related fields in the medical and nutritional sciences take a course in statistics. Students should consult their faculty adviser in human biology for help in selecting appropriate courses.

Elective courses should be taken that will enable the student to acquire breadth in the subject matter of human biology outside of their departmental major. Therefore only 6 of the 15 human biology elective credits may also fulfill requirements for the major. Courses should be selected that also provide sufficient exposure to the integration of basic anatomical and physiological sciences with the behavior of individuals and groups within the context of evolutionary theory and ecology. The courses listed below are representative of the offerings in human biology and are included to assist the student in organizing a curriculum of study. They are organized into three groups that reflect the three levels of integration noted above: (1) human anatomy and physiology, (2) human behavior, and (3) human evolution and ecology. Students should choose at least one course from each of these areas of integration. It is anticipated that the student will include in a program of study at least one of the laboratory courses offered. It is expected that a student will take a minimum of 15 credits from among these courses or others that are listed in the brochure available to students upon request.

There is no foreign language requirement for human biology beyond what is dictated by specific departments and colleges. The requirements for the human biology curriculum are set alongside requirements of the undergraduate majors as these are defined by different departments. Students with independent majors may design their own programs of study under the guidelines provided by their college. Although a student may indicate an interest in human biology in the freshman year and be able to obtain early guidance from a faculty adviser representing the curriculum of study, it is more usual for students to establish their course programs in the first semester of the junior year. The student may request one of the faculty advisers in human biology to be the principal adviser, or he or she may have an adviser in the department of the major and seek the advice of a human biology faculty adviser in matters pertaining to satisfaction of the requirements. In certain cases a faculty adviser may represent both the major and the curriculum of study in human biology.

Courses

Human Anatomy and Physiology
Bio S 214 The Biological Basis of Sex Differences (also Women's Studies 214) Spring. 3 credits.

Bio S 274 The Vertebrates Spring. 5 credits.

Bio S 311 Introductory Animal Physiology, Lectures (also Veterinary Medicine 346) Fall. 3 credits.

Bio S 414 Vertebrate Morphology (also Veterinary Medicine 700) Spring. 3 credits.

Bio S 474 Laboratory and Field Methods in Human Biology Spring. 4 credits.

NS 115 Ecology of Human Nutrition and Food Fall or spring. 3 credits.

NS 222 Maternal and Child Nutrition Spring. 3 credits.

NS 331 Physiological and Biochemical Basis of Human Nutrition Spring. 3 credits.

NS 361 Biochemistry and Human Behavior (also Psychology 361) Fall. 3 credits.

NS 441 Nutrition and Disease Fall. 4 credits.

Psych 322 Hormones and Behavior (also Biological Sciences 322) Spring. 3 or 4 credits.

Psych 425 Brain and Behavior Fall. 3 or 4 credits.

Vet M 331 Medical Parasitology Fall. 2 credits.

Human Behavior

Anthr 285 Monkeys, Apes, and People: The Comparative Biobehavior of Primates Spring. 3 credits.

Anthr 476 Human Nature: An Evolutionary Perspective Fall. 4 credits.

Bio S 301 Biology and Society I: The Biocultural Perspective (also Anthropology 301 and Biology and Society 301) Fall. 3 or 4 credits.

Bio S 427 Vertebrate Social Behavior Fall. 3 credits.

B&Soc 404 Human Fertility in Developing Nations (also Sociology 404) Fall. 4 credits.

HDFS 212 Early Adolescence: A Biological Approach Fall. 3 credits.

HSS 315 Human Sexuality: A Biosocial Perspective Fall, spring, or summer. 3 credits.

NS 325 Sociocultural Aspects of Food and Nutrition Fall. 2 credits.

NS 347 Human Growth and Development: Biological and Social Psychological Considerations (also Human Development and Family Studies 347) Spring. 3 credits.

NS 445 Community Nutrition and Health Spring. 3 credits.

Psych 326 Evolution of Human Behavior Fall. 4 credits.

Psych 425 Brain and Behavior Fall. 3 or 4 credits.

Soc 430 Social Demography Spring. 4 credits.

Human Evolution and Ecology

Anthr 101 Introduction to Anthropology: Biological and Prehistoric Perspective Fall. 3 credits.

Anthr 203 Early People: The Archaeological and Fossil Record (also Archaeology 203) Fall. 3 credits.

Anthr 214 Humankind: The Biological Background Spring. 3 credits.

Anthr 375 Ecology and Human Food Production Fall. 4 credits.

Anthr 380 Food, Feasts, Fasts, and Famines: Studies of Culture and Human Nutrition Spring. 4 credits.

Anthr 386 Culture and Human Disease (also Biology and Society 386) Fall. 4 credits.

Anthr 476 Human Nature: An Evolutionary Perspective Fall. 4 credits.

Bio S 207 Evolution Fall. 3 credits.

Bio S 261 General Ecology Fall or spring. 3 credits.

Bio S 262 Ecology, Environment, and Society Spring. 3 credits.

Bio S 275 Human Biology and Evolution Fall. 3 credits.

Bio S 301 Biology and Society I: The Biocultural Perspective Fall. 3 or 4 credits.

Bio S 371 Human Paleontology Spring. 4 credits.

Bio S 378 Organic Evolution Spring. 4 credits.

Bio S 468 Systems Ecology Fall. 4 credits.

Bio S 481 Population Genetics Spring. 4 credits.

Bio S 482 Genetics and Society Spring. 2 credits.

Bio S 673 Human Evolution: Concepts, History, and Theory Fall. 3 credits.

B&Soc 404 Energy and Ecological Systems Fall. 3 credits.

B&Soc 447 History of Biology—Evolution (also History 447) Fall. 4 credits.

HSS 330 Ecology and Epidemiology of Health Fall. 3 credits.

Psych 326 Evolution of Human Behavior Fall. 4 credits.

Soc 430 Social Demography Spring. 4 credits.

Soc 431 Techniques of Demographic Analysis Fall. 4 credits.

Vet M 331 Medical Parasitology Fall. 2 credits.

Vet M 664 Introduction to Epidemiology Fall. 3 credits.

Independent Major Program

Dean Lynne Abel, director, 55 Goldwin Smith Hall, 255-3386.
The Independent Major Program is described in the introductory section, p. 114.

351 Independent Study Fall or spring. 1–4 credits.
Prerequisite: permission of the program office.

499 Honors Research Fall or spring. 4–8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

Intensive English Program

E. J. Beukenkamp, director

This full-time, noncredit, non-degree program is designed to meet the requirements of foreign students who need to acquire proficiency in English in order to pursue university-level studies in the United States, as well as for visitors, businessmen, and others seeking competence in the language.

The intensive nature of the program leads to a command of the language in all its aspects—listening, speaking, reading, and writing—in the shortest possible time.

Integrated courses are offered both fall and spring semesters at three levels: beginning (Test of English as a Foreign Language [TOEFL] score below 370), intermediate (TOEFL score below 450), and advanced.

Students who have gained full admission to, or who already are registered in, degree-granting programs at Cornell should consult the section "Modern Languages, Literatures, and Linguistics" for information regarding courses in English as a second language.

The Intensive English Program is administered by the Department of Modern Languages and Linguistics, Cornell University, Morrill Hall, Ithaca, New York 14853-4701, U.S.A. Application materials and information are available directly from the program or by calling 607/255-4863.

International Relations Concentration

Lawrence Scheinman, faculty coordinator

Undergraduates interested in an international relations concentration should see Professor Scheinman (190a Uris Hall).

One of the university's strongest, most diverse fields is international relations. Cornell offers dozens of courses, in many departments and several colleges, that provide a strong education in the field, including courses in government, economics, history, anthropology, rural sociology, nutrition, modern languages and literatures, international comparative labor relations, and many others too numerous to list and keep current.

The purpose of a concentration is to provide a structure for students who have a general interest in the field or who plan to specialize in careers in international law, economics, agriculture, foreign trade, international banking, government service, international organizations, or another cultural or scholarly activity. Some students will major in one of the traditional departments: history, government, economics, foreign literature, and so on. Others will design an independent major. Still others will major in a different discipline, perhaps altogether unrelated, but would like to have a basic understanding of international problems.

For students in any of these categories, the requirements for a concentration in international relations are the following six courses or options:

- 1) Government 181, Introduction to International Relations
- 2) One appropriate 300-level government course, either in international relations or in the foreign policy of a particular nation
- *3) Economics 361, International Trade Theory
- *4) Economics 362, International Monetary Theory
- 5) History 314, History of American Foreign Policy II
- 6) Any history course dealing with a modern nation, particularly History 379, War and Society: the Origins of the First World War, 1870–1919

*Numbers 3 and 4 can be replaced by choosing two courses from the following:

- a) Economics 371, Public Policy and Economic Development
- b) Economics 372, Applied Economic Development
- c) Economics 373, International Specialization and Economic Development
- d) Economics 374, National and International Food Economics

The typical choices among the sequences listed above would be to study European history and government

with Economics 361–362 or Third World history and government with Economics 371–374. Reasonable substitutions can also be arranged.

Students are also urged as strongly as possible to acquire full proficiency in, not merely a passing acquaintance with, a modern foreign language. At least a semester of study abroad is advised.

Center for International Studies

See "Interdisciplinary Centers and Programs," p. 16.

Program of Jewish Studies

S. L. Gilman, director and undergraduate adviser (Yiddish literature, German-Jewish history and literature), S. Bacharach (industrial and labor relations, sociology, Jewish thought and social theory), R. Brann (Hebrew and Arabic literatures), W. J. Dannhauser (Jews and Germans, contemporary Jewish thought, Gershom Scholem), S. T. Katz (Jewish history and religion), G. Korman (Holocaust studies, Jewish labor history), A. S. Lieberman (ecology of man and landscape in Israel and the Middle East), D. I. Owen (Near Eastern and ancient Jewish history), D. S. Powers (history of Jews in Islamic lands), G. Rendsburg (biblical studies), E. Rosenberg (Jews in modern European and Anglo-American literature), N. Scharf (Hebrew language), N. Sher (jurisprudence), Y. Olmert (Dayan Visiting Professor)

The Program of Jewish Studies is an outgrowth of the Department of Near Eastern Studies. The program has grown out of the conviction that Judaic civilization merits its own comprehensive and thorough treatment and that proper understanding of any culture is inconceivable without adequate knowledge of the language, literature, and history of the people that created it. Accordingly, the offerings in the areas of Hebrew language and literature have been considerably expanded, and courses in ancient, medieval, and modern Jewish history have been added to the program.

Although further expansion of the program is anticipated, it presently enables students to obtain basic instruction and specialization in the fields of Semitic languages; the Hebrew Bible; the apocryphal and Tannaitic literatures; medieval Hebrew literature; modern Jewish thought; modern Hebrew literature; ancient, medieval, and modern Jewish history; and Yiddish language and literature. In some of these fields students may take courses both on graduate and undergraduate levels. Faculty throughout the University provide breadth to the program by offering courses in related areas of study.

Courses Offered 1988–89

Elementary Modern Hebrew I and II (Near Eastern Studies 101–102)

Elementary Modern Hebrew (Near Eastern Studies 103) Summer.

Continuing Hebrew (Near Eastern Studies 104) Summer.

Myth and Legend in the Ancient Near East (Near Eastern Studies 123–124)

Introduction to Near Eastern Civilization (Near Eastern Studies 197) Fall.

Intermediate Modern Hebrew (Near Eastern Studies 201–202)

Introduction to the Bible (Near Eastern Studies 223) Fall.

Introduction to the Prophets (Near Eastern Studies 227) Fall.

The Holocaust: The Destruction of European Jewry, 1935–1945 (Near Eastern Studies 241)

Jurisprudence and the Holocaust (Near Eastern Studies 244) Fall.

Introduction to Classical Jewish History (Near Eastern Studies 248) Fall.

Introduction to Modern Jewish History (Near Eastern Studies 249) Spring.

Seminar in Jewish Mysticism (Near Eastern Studies 275/693)

Judaism and Islam in Comparative Perspective (Near Eastern Studies 293 and Medieval Studies 293) Fall.

Modern History of the Middle East: Changing Politics, Society, and Ideas (Near Eastern Studies 294 and Government 358) Fall.

Advanced Modern Hebrew I (Near Eastern Studies 301)

Introduction to Field Archaeology in Israel (Near Eastern Studies 364) Summer.

Advanced Hebrew (Near Eastern Studies 402)

The Double Identity Crisis: German Jewish Women from Rahel Varnhagen to Hannah Arendt (Near Eastern Studies 409, German Studies 409, Society for the Humanities 409, and Women's Studies 409)

The Holocaust Survivor as Author (Near Eastern Studies 444 and German Studies 444/644)

Independent Study, Undergraduate Level (Near Eastern Studies 491–492)

Independent Study Honors Seminar (Near Eastern Studies 499)

Independent Study, Graduate Level (Near Eastern Studies 691–692)

Seminar in Jewish Mysticism (Near Eastern Studies 693)

Courses Not Offered 1988–89

Elementary Classical Hebrew (Near Eastern Studies 121–122)

Society, Economy, and Religion in Ancient Israel: King David's Jerusalem (Near Eastern Studies 125–126) Fall.

Jewish Identity: Exile and the Search for Modern Jewish Literature (Near Eastern Studies 127) Fall.

Elementary Yiddish (Near Eastern Studies 171–172)

Modern Hebrew Literature in Translation (Near Eastern Studies 207)

Readings in Classical Hebrew Literature: The Art of Biblical Narrative (Near Eastern Studies 221)

Readings in Classical Hebrew Literature: The Art of Biblical Poetry (Near Eastern Studies 222)

Judaic Literature in Late Antiquity (Near Eastern Studies 225)

Exodus and Conquest (Near Eastern Studies 226) Spring.

Genesis (Near Eastern Studies 228) Fall.
Introduction to Jewish Mysticism (Near Eastern Studies 229) Fall.

Classics of Hebrew Literature, a Survey: The Hebrew Literary Tradition (Near Eastern Studies 231 and Comparative Literature 231) Fall.

The Lyrics of Love and Death: Medieval Hebrew Poetry in Translation (Near Eastern Studies 233, Medieval Studies 233, and Comparative Literature 333) Spring.

Muslim Spain: Literature and Society (Near Eastern Studies 234 and Comparative Literature 234) Spring.

Aramaic (Near Eastern Studies 238)

The Holocaust: European Jewry, 1933–1945 (Near Eastern Studies 241) Spring.

Israel: History and Geography (Near Eastern Studies 242) Summer.

The History and Archaeology of Ancient Israel to 450 B.C.E. (Near Eastern Studies 243) Spring.

The Emergence of the Modern Jew: 1648–1948 (Near Eastern Studies 245)

History of Jewish Textual Interpretation (Near Eastern Studies 247) Spring.

Ancient Seafaring (Near Eastern Studies 261 and Archaeology 275)

Introduction to Biblical Archaeology (Near Eastern Studies 263)

Agriculture and Society in the Ancient Near East (Near Eastern Studies 264) Spring.

Women in Jewish Literature: Tradition and the Literary Imagination (Near Eastern Studies 291 and Comparative Literature 291)

Women in the Hebrew Bible (Near Eastern Studies 292 and Women's Studies 292) Fall.

Advanced Modern Hebrew II (Near Eastern Studies 302)

Seminar in Modern Hebrew Literature: The Short Story (Near Eastern Studies 303)

Seminar in Modern Hebrew Literature: The Novel (Near Eastern Studies 304)

The History and Archaeology of the Ancient Near East (Near Eastern Studies 366 and Archaeology 310)

Undergraduate Seminar in Biblical Literature: Prophecy in Ancient Israel (Near Eastern Studies 322)

Ancient Near Eastern Literature (Near Eastern Studies 332)

Elementary Akkadian (Near Eastern Studies 333–334)

Readings in Akkadian Texts (Near Eastern Studies 335–336)

Ugaritic (Near Eastern Studies 337)

Special Topics in Near Eastern Studies (Near Eastern Studies 341–342)

The Jewish Community throughout History (Near Eastern Studies 343)

Age of the Patriarchs (Near Eastern Studies 344)

Jews of Arab Lands (Near Eastern Studies 346)

Anti-Semitism in Germany and the Jewish Response (Near Eastern Studies 349 and German Studies 349)

Yiddish Literature in Translation (Near Eastern Studies 373 and German Studies 350)

Interconnections in the Eastern Mediterranean World in Antiquity (Near Eastern Studies 361)

The History and Archaeology of Ebla (Near Eastern Studies 362)

The History and Culture of Ancient Mesopotamia (Near Eastern Studies 363)

The Divided Monarchy (Near Eastern Studies 365) Spring.

The History and Archaeology of the Ancient Near East (Near Eastern Studies 366 and Archaeology 310)

The History and Archaeology of Ancient Egypt (Near Eastern Studies 367)

The Shtetl in Modern Yiddish Fiction in English Translation (German Studies 375 and Near Eastern Studies 375)

The Yiddish Novel in English Translation (German Studies 377 and Near Eastern Studies 377)

Jewish Workers in Europe and America 1789–1948 (Industrial and Labor Relations 381 and Near Eastern Studies 381)

International Trade, Market, and Politics in the Ancient Near East (Near Eastern Studies 463 and Society for the Humanities 425) Fall.

Readings in Judeo-Arabic: Medieval Judeo-Arabic and Hebrew Poetics (Near Eastern Studies 432) Spring.

John S. Knight Writing Program

S. Davis, M. Gilliland, K. Gottschalk, K. Hjortshoj, N. Kaplan, B. LeGendre, J. Martin, J. Pierpont, H. Shaw, S. Siskin, D. Williams

Advanced Writing Seminars

201 Writing in the Humanities (also English 286) Fall or spring. 3 credits. Limited to 17 students each section. Prerequisite or corequisite: enrollment in another course in the humanities or expressive arts. Carries distribution credit as English 286.

TR 11:40–12:55. S. Davis.
This course helps students strengthen writing skills valuable in all disciplines and particularly appropriate to the humanities. It also encourages them to ask what they are doing when they read, interpret, and write about works of literature, philosophy, history, and the visual arts. Using such materials, the course takes up problems of technique in writing (audience, organization, critical method, use of secondary materials) and explores some larger questions to which they point: How does good critical and interpretive writing find its audience and shape its subject matter? What counts as evidence for interpretation in the humanities? What relevance to our study have historical data and theory? Students in the course write (and often revise) roughly thirty pages (eight or nine papers) and confer often with the instructor. The course begins with short works that provoke commentary by challenging our understanding and moves on to consider works that pit literary, philosophical, or historical understanding against its real or supposed antagonists: alien humanity, artistic inspiration, madness, the divine, and the will to power. Readings and viewings may include paintings by da Vinci and Velasquez, Nabokov's *Pale Fire*, Conrad's *Heart of Darkness*, Plato's *Gorgias*, Nietzsche's *Birth of Tragedy*, Euripides' *The Bacchae*, and Peter Weiss's *Marat/Sade*, the play and the film.

202 Writing in the Social Sciences (also Sociology 202) Fall or spring. 3 credits. Limited to 17 students each section. Prerequisite: one social science course. Carries distribution credit as Sociology 202.

TR 11:40–12:55. K. Hjortshoj.
This course helps students write with more confidence and skill through greater awareness of rhetorical and stylistic variations, both in student writing and in published work. Class discussions will address strategies for analytical reading, methods for planning

and revising written work, questions of authority and audience in student writing, and the individual difficulties students face in the process of composing essays. We will carefully examine a variety of short readings in fields such as sociology, anthropology, psychology, economics, and organizational behavior, including material students bring to the class. On the basis of these readings and related issues students will write, and often revise, eight to ten papers—thirty to forty pages of finished work. Instruction will include extensive written comments on this work, discussion of student writing in class, guidance for revision, and individual conferences.

Freshman Writing Seminars

For information about requirements for freshman writing seminars, see p. 19. For descriptions of seminar offerings, consult the John S. Knight Writing Program brochure, available from college registrars in August for the fall term and in November for the spring term.

Latin American Studies

B. J. Isbell, director; L. Beneria, R. Blake, D. Block, T. Davis, G. Fields, M. Gaylord, W. Goldsmith, C. Greenhouse, J. Haas, J. Henderson, T. H. Holloway, S. Jackson, T. Jordan, E. Kenworthy, S. Kyle, T. Lynch, O. Mitchell, C. Morris, T. Poleman, A. Power, B. Rosen, D. Sanjur, E. M. Santi, D. Solá, J. M. Stycos, M. Suárez, H. D. Thurston, J. Tittler, A. Van Wambeke, K. M. Vernon, L. Williams, F. Young

The Latin American Studies Program encourages and coordinates faculty and student interests in Latin America. A variety of special lectures, films, and seminars supplement the regular course offerings. Undergraduate students may arrange an independent major in Latin American studies, and graduate students may pursue a minor in Latin American studies while majoring in the graduate field of their choice. The College of Arts and Sciences offers Latin American studies courses in anthropology, economics, government, history, and sociology. In addition, there is a varied language, literature, and linguistics curriculum in Spanish, Portuguese, and Quechua. The student may also pursue Latin American studies in the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; the College of Human Ecology; and the School of Industrial and Labor Relations.

For further information and a current course listing, students should contact the program office, 190 Uris Hall.

Law and Society

S. Jasanoff, director, 632 Clark Hall, 255-6049 (science, technology, and society), C. Bohmer (sociology), C. Carmichael (comparative literature), D. A. Dunning (psychology), C. Greenhouse (anthropology), G. Hay (economics), C. Holmes (history), M. Katzenstein (government), D. B. Lyons (philosophy), R. Miller (philosophy), M. B. Norton (history), R. Polenber (history), D. Powers (Near Eastern studies), J. Rabkin (government), L. Scheinman (government)

The Law and Society Program offers an interdisciplinary concentration for undergraduates who are interested in the law from the perspectives of the social sciences and the humanities: anthropology, comparative literature, economics, government, history, philosophy, psychology, science, technology and society, and sociology. In addition, undergraduates in the College of Arts and Sciences can major in law and society through the Independent Major Program. Students who wish to graduate with a concentration in law and society should consult the director of the program or one of the advisers listed above to plan a coherent program of study. Such a program should ordinarily include at least four courses from the following list. Other courses may be substituted with the approval of the adviser.

Anthropology 328 Law and Culture

[Anthropology 329 Power and Culture Not offered 1988–89.]

[Anthropology 627 Legal Anthropology Not offered 1988–89.]

[Comparative Literature 326 Christianity and Judaism Not offered 1988–89.]

[Comparative Literature 427 Seminar on Biblical Law Not offered 1988–89.]

[Economics 304 Economics and the Law Not offered 1988–89.]

[Economics 354 Economics of Regulation Not offered 1988–89.]

Government 313 The Nature, Functions, and Limits of Law

[Government 323 The "Fourth" Branch Not offered 1988–89.]

Government 327 Civil Liberties in the United States

Government 328 Constitutional Politics: The United States Supreme Court

[Government 364 Liberty, Equality, and the Social Order Not offered 1988–89.]

Government 389 International Law

Government 407 Law, Science, and Public Values

Government 414 The Administrative State

[Government 428–429 Government and Public Policy: An Introduction to Analysis and Criticism Not offered 1988–89.]

[Government 457 Comparative Public Law: Legal Controls on Government in Europe and America Not offered 1988–89.]

Government 489 International Law and Regime Development

History 275 Crime and Punishment: From the Puritans to Mickey Spillane

[History 318 American Constitutional Development Not offered 1988–89.]

[History 367 Church and State during the Middle Ages Not offered 1988–89.]

[History 421 Constitutionalism as a Cultural Problem in America Not offered 1988–89.]

[History 430 Law and Authority in American Life Not offered 1988–89.]

Near Eastern Studies 357 Islamic Law and Society

[Philosophy 319 Philosophy of Marx Not offered 1988–89.]

[Philosophy 342 Law, Society, and Morality (also Law 666) Not offered 1988–89.]

[Philosophy 446 Topics in Social and Political Philosophy Not offered 1987–88.]

Psychology 265 Psychology and Law

[Sociology 207 Ideology and Social Concerns Not offered 1988–89.]

Sociology 310 Sociology of War and Peace

Sociology 348 Sociology of Law

Sociology 372 Sex Discrimination: Law and Social Policy (also Government 306)

Sociology 409 Interpretation, Authority, and the Law (also Government 409)

Biology and Society 406 Biotechnology, Society, and Law

[Biology and Society 426 The Social Functions of Law and Medicine Not offered 1988–89.]

[City and Regional Planning 480 Environmental Politics Not offered 1988–89.]

City and Regional Planning 656 Land Resources Protection Law

[Civil and Environmental Engineering 524 Contemporary Issues in Environmental Law and Policy Not offered 1988–89.]

Civil and Environmental Engineering 525 Environmental Law I

[Civil and Environmental Engineering 527 Regulation of Toxic Substances Not offered 1988–89.]

[Consumer Economics and Housing 465 Consumers and the Law Not offered 1988–89.]

[Industrial and Labor Relations 607 Arbitration and Public Policy Not offered 1988–89.]

[Industrial and Labor Relations 680 Problems in Union Democracy Not offered 1988–89.]

Medieval Studies

Winthrop Wetherbee, director

B. B. Adams, F. M. Ahl, R. G. Calkins, A. M. Colby-Hall, R. T. Farrell, A. B. Groos, T. D. Hill, J. H. Jasanoff, J. J. John, R. E. Kaske, N. Kretzmann, Samia Mehrez, G. M. Messing, M. Migiel, C. Morón-Arroyo, J. M. Najemy, James Noblitt, D. S. Powers, D. M. Randel, B. Tierney, F. van Coetsem, W. Wetherbee

Undergraduates interested in Medieval studies have an opportunity to take courses in the following areas of instruction: Medieval Hebrew, Arabic, and Latin; Old English, Middle English, and Medieval Irish and Welsh; Old Provençal and Medieval French; Medieval Spanish and Italian; Old Saxon, Old High German, Middle High German, Gothic, Old Norse (Old Icelandic); Old Russian; comparative literature; Medieval art and architecture; Medieval history; Latin paleography; Medieval philosophy; musicology; comparative Slavic linguistics, comparative Romance linguistics, and comparative Germanic linguistics.

Undergraduates who want to undertake an independent major or a concentration in Medieval studies should consult the director of the program, 77 Goldwin Smith Hall.

Information for prospective graduate students is contained in the catalog of the Graduate School and in a brochure on Medieval studies, which can be obtained from the director.

Freshman Writing Seminars

101 Aspects of Medieval Culture Fall or spring. 3 credits.

Staff.

Under this very general heading a variety of courses are offered each year. A course may center on a particular kind of writing (e.g., biography, narratives of crusades or pilgrimages) or on a particular theme (e.g., the status of the individual, women in Medieval society, encounters with other cultures and with the supernatural). In most cases, in addition to exploring the distinctive features of the Medieval world view, the course will compare medieval treatments of these forms or themes with the work of modern writers.

102 The Literature of Chivalry Fall, spring, or summer. 3 credits.

Staff.

Romances of chivalry, especially those devoted to King Arthur and the knights of the Round Table, were not only the most popular literature of Medieval Europe, but a vehicle for examination of social ideals. This course explores the development of chivalric culture in such works as the *Lais* of Marie de France, the romances of Chrétien de Troyes, French and German stories of Tristan and Perceval, *Sir Gawain and the Green Knight*, Malory's *Morte d'Arthur*, and modern works on related themes. Discussion will investigate fundamental problems raised by these works: the individual in society, the development of the hero, the nature of love, and the conflict of religious and secular ideals.

103 Legend, Fantasy, and Vision Fall or spring. 3 credits.

Staff.

Recreation of the legendary past, imaginary voyages to other worlds, and the invention of ideal societies are among the ways in which Medieval writers attained a perspective on social, scientific, and religious questions. This course will survey examples of such writing from various Medieval cultures (e.g., Icelandic sagas, the Irish *Voyage of St. Brendan*, the Anglo-Saxon epic *Beowulf*, French and German romances of King Arthur and his knights, Dante's *Divine Comedy*), and we will consider the continuity of these writings with selected works of modern fiction.

Graduate Seminars

301 The World of Thomas Aquinas Fall. 4 credits.

Ralph McNerny.

An introduction to the philosophical system of St. Thomas with emphasis on the major themes of his thought—nature, soul, action, ultimate purpose, natural law, and God—as well as its sources in Aristotle, Augustine, Boethius, and others. The course will be a sweeping survey but with periodic pauses to examine arguments in detail.

302 Boethius and Dante Spring. 4 credits.

Ralph McNerny.

Boethius, in *The Consolation of Philosophy*, prescinded from his Christian faith to address the riddle of human existence. Dante's *Divine Comedy* is a grand Christian allegory on the perils and possibilities of human freedom. The course will center on these two masterpieces of Western literature, emphasizing their philosophical underpinnings without ignoring their literary perfection.

601 Aquinas and Boethius Spring. 4 credits.

Ralph McNerny.

The metaphysical structure of concrete things. In several of the *opuscula sacra*, Boethius provided a theory on the makeup of finite things that had neo-Platonic as well as Aristotelian roots. Thomas Aquinas commented on Boethius's *De hebdomadibus* and part of the *De trinitate*. His readings of Boethius are controversial but, by universal consent, important. The course will undertake a close analysis of the texts of Boethius and the commentaries of Thomas (in translation) with an eye to providing the wherewithal to develop a view on the controversies.

[602 Graduate Seminar in Bibliography and Methods (also English 710) Not offered 1988–89.]

Philosophy 612 Medieval Philosophy Spring. 4 credits.

M 4:15. N. Kretzmann.

Related Courses

Near Eastern Studies 233 The Lyrics of Love and Death: Medieval Hebrew Poetry in Translation (also Comparative Literature 333) Spring. 3 credits.

M W F 11:15. R. Brann.

Near Eastern Studies 293 Judaism and Islam in Comparative Perspective Spring. 3 credits.

W 7:30–9 p.m. R. Brann.

Philosophy 215 Medieval Philosophy Spring. 4 credits.

T R 10:10. N. Kretzmann.

Courses in various aspects of Medieval studies are offered each year in numerous cooperating departments, including Classics, Comparative Literature, English, History, History of Art, Modern Languages and Literatures (including German Literature, Romance Studies, and Russian Literature), Music, Near Eastern Studies, and Philosophy and by the Society for the Humanities. An up-to-date listing of the courses offered in each term will be made available at the Medieval Studies office as soon as the *Course and Time Roster* is published.

Modern European Studies Concentration

Susan Tarrow, coordinator

Students from any college may choose an undergraduate concentration in modern European studies to complement any major in any college. The purpose of the concentration is to provide a coherent structure for students with an interest in interdisciplinary study in the field of European studies.

The concentration has two tracks:

European culture comprises courses in English and European literatures, comparative literature, semiotics, fine arts, music, architecture, film and theater arts, and women's studies.

European society comprises courses in European and comparative politics, social and political history, anthropology, sociology, philosophy, women's studies, and related courses in the School of Hotel Administration, the College of Agriculture and Life Sciences, and the School of Industrial and Labor Relations.

The requirements for completion of the concentration are

- 1) Completion of the European studies interdisciplinary core course (History 283/Government 343/German 285)
- 2) Three additional courses in European studies with at least one from each of the two tracks. (No more than one of these courses may be used to satisfy requirements for the student's major.)
- 3) Competence in at least one modern Western European language (i.e., completion of a 300-level course or equivalent with a grade of at least B— or demonstration of an advanced level of competence in an oral proficiency interview test where available)

Students who want to take honors in the concentration must choose a senior seminar in the field and complete an honors essay. All concentrators are encouraged to spend a semester or more in a program of study in Europe and to participate in the Language House Program.

Undergraduates in the College of Arts and Sciences can major in European studies through the Independent Major or College Scholar programs.

For a list of relevant courses and seminars, departmental advisers, and any further information, contact Susan Tarrow, coordinator of the Modern European studies concentration, at the Western Societies Program, 130 Uris Hall (telephone: 255-7592).

Religious Studies

N. Kretzmann, chairman; C. M. Arroyo, R. Baer, J. P. Bishop, J. Boon, R. Brann, R. Calkins, C. M. Carmichael, K. Clinton, D. Gold, J. Henderson, J. John, S. Katz, T. Kirsch, R. McNerny, R. L. Moore, S. O'Connor, D. Owen, D. Powers, D. Randel, G. Rendsburg, H.D. Smith, C. Strout, B. Tierney, A. Wood

Religious studies is an interdisciplinary program reflecting a wide variety of academic interests and disciplines. The intention of the program is to provide a formal structure for the study of the religions of humankind at the undergraduate level. A student may fulfill the requirement for a concentration in religious

studies by completing a minimum of four courses that have been approved by an adviser in the area of concentration.

The program is administered by a committee. The chairman is Professor Kretzmann, 320 Goldwin Smith Hall.

Courses in religious studies currently offered include the following:

Anthropology 322 Magic, Myth, Science, and Religion Spring. 4 credits.

T. Kirsch.

Anthropology 456 Meso-American Religion, Science, and History Fall. 4 credits.

J. Henderson.

Asian Studies 250 Introduction to Asian Religions Fall. 3 credits.

Staff.

Asian Studies 349 Myth and Literature in India Fall. 4 credits.

D. Gold, H. D. Smith.

Asian Studies 351 The Religious Traditions of India Fall. 4 credits.

D. Gold.

Asian Studies 352 East Asian Buddhism Spring. 4 credits.

Staff.

Asian Studies 355 Japanese Religions Fall. 4 credits.

Staff.

Asian Studies 357 Chinese Religions Spring. 4 credits.

Staff.

Asian Studies 460 Indian Meditation Texts Fall. 4 credits.

D. Gold.

Asian Studies 650 Seminar on Asian Religions Spring. 2–4 credits.

Staff.

Comparative Literature 324 Selected Problems of Law and Religion Spring. 4 credits.

C. M. Carmichael and others.

Comparative Literature 326 Christianity and Judaism Spring. 4 credits.

C. M. Carmichael.

Comparative Literature 328 Literature of the Old Testament Fall. 4 credits.

C. M. Carmichael.

Comparative Literature 429 Readings in the New Testament Fall. 4 credits.

J. P. Bishop.

History 346 Religion and Cultural Life of Nineteenth-Century Americans Spring. 4 credits.

R. L. Moore.

History 442 Religion and Politics in the United States Fall. 4 credits.

R. L. Moore.

Medieval Studies 301 The World of Thomas Aquinas Fall. 4 credits.

R. McNerny.

Medieval Studies 302 Boethius and Dante Spring. 4 credits.

R. McNerny.

Medieval Studies 601 Aquinas and Boethius Spring. 4 credits.

R. McNerny.

Natural Resources 407 Religion, Ethics, and the Environment Spring. 3 credits.
R. Baer.

Near Eastern Studies 223 Introduction to the Bible Fall. 3 credits.
G. Rendsburg.

Near Eastern Studies 227 Introduction to the Prophets Spring. 3 credits.
G. Rendsburg.

Near Eastern Studies 257/693 Seminar in Jewish Mysticism Fall. 3 credits.
S. Katz.

Near Eastern Studies 293 Judaism and Islam in Contemporary Perspective Spring. 3 credits.
R. Brann.

Near Eastern Studies 355 Islam and Politics Spring. 4 credits.
D. S. Powers.

Near Eastern Studies 357 Islamic Law and Society Fall. 4 credits.
D. S. Powers.

Philosophy 263 Reason and Religion Spring. 4 credits.
N. Kretzmann.

Philosophy 363 Topics in the Philosophy of Religion Spring. 4 credits.
N. Kretzmann.

Russian and Soviet Studies Major

M. G. Clark (emeritus), G. J. Staller, J. Vanek (economics); M. Rush (government); W. M. Pintner (history); W. W. Austin (music); U. Bronfenbrenner (emeritus, psychology); P. Carden, G. Gibian, N. Pollak, M. Scammell, S. Senderovich, G. Shapiro (Russian literature); L. H. Babby, W. Browne, R. L. Leed (Slavic linguistics)

The major in Russian and Soviet studies has the following requirements:

- 1) Qualification in Russian.
- 2) At least one course relating to Russia, at the 200 level or above, in each of the following departments: Government, Economics, History, and Russian Literature. (A course in another department may be substituted for one of the above with the consent of the major adviser.)
- 3) At least three additional courses, at the 250 level or above, in one of the following departments: Government, History, Economics, or Russian Literature. These courses are selected in consultation with the student's adviser and are to be approved as appropriate for a major in Russian and Soviet studies.

Professor Pintner will serve as adviser for all majors, but each student should also designate an additional adviser in the department in which his or her work is concentrated.

Courses

Economics 329 Eastern Europe Today: Economics, Government, Culture (also Government 326 and Russian Literature 329) Fall. 4 credits.
G. Staller, M. Rush, G. Gibian.

[Economics 367/567 Comparative Economic Systems] Fall. 4 credits. Not offered 1988–89.
G. Staller.]

Economics 381 Economics of Participation and Worker Management Fall. 4 credits.
J. Vanek.

Economics 382 The Practice and Implementation of Self-Management Spring. 4 credits.
J. Vanek.

Economics 681 Self-Management Fall. 4 credits.
J. Vanek.

Economics 682 Seminar on Economics of Participation and Labor-Managed Systems Spring. 4 credits.
J. Vanek.

[German Studies 376 Contemporary Soviet Latvian Literature] Fall. 4 credits. Taught in Latvian. Not offered 1988–89.
I. Ezergailis.]

[Government 333 Government and Politics of the Soviet Union] Fall. 4 credits. Not offered 1988–89.
M. Rush.]

[Government 446 Comparative Communism] Fall. 4 credits. Not offered 1988–89.
M. Rush.]

[Government 481 Foreign Policy of the U.S.S.R.] Spring. 4 credits. Not offered 1988–89.
M. Rush.]

History 252 Russian History to 1800 Fall. 4 credits.
W. M. Pintner.

History 253 Russian History since 1800 Spring. 4 credits.
W. M. Pintner.

History 471 Russian Social History Spring. 4 credits.
W. M. Pintner.

[History 486 The Formation of the Russian Intelligentsia, 1700–1850] Fall. 4 credits. Not offered 1988–89.
W. M. Pintner.]

History 677 Seminar in Russian History Fall or spring. 4 credits.
W. M. Pintner.

[Human Development and Family Studies 488 (also Psychology 488) Development in Context] Spring. 4 credits. Not offered 1988–89.
U. Bronfenbrenner.]

[Industrial and Labor Relations 344 Comparative Economic Systems: Soviet Russia] Fall. 4 credits. Not offered 1988–89.
M. G. Clark.]

[Music 668 Shostakovich] Spring. 4 credits. Not offered 1988–89.
W. W. Austin.]

Polish 131–132 Elementary Course 131, fall; 132, spring. 3 credits each term.
W. Browne.

[Polish 133–134 Intermediate Course] 133, fall; 134, spring. 3 credits each term. Not offered 1988–89.
W. Browne.]

Russian 101–102 Elementary Course 101, fall; 102, spring. 6 credits each term.
R. L. Leed and staff.

Russian 103 Freshman Writing Seminar: Classics of Russian Thought and Literature Fall or spring. 3 credits.
Staff.

Russian 104 Freshman Writing Seminar: Nineteenth-Century Russian Literary Masterpieces Fall or spring. 3 credits.
Staff.

Russian 105 Freshman Writing Seminar: Twentieth-Century Russian Literary Masterpieces Fall or spring. 3 credits.
Staff.

Russian 107 Freshman Writing Seminar: Writers on Writing Fall or spring. 3 credits.
Staff.

Russian 121–122 Elementary Course 121, fall; 122, spring. 4 credits each term.
R. L. Leed and staff.

Russian 123 Continuing Russian Fall or summer. 4 credits.
Staff.

Russian 201–202 Readings in Russian Literature 201, fall; 202, spring. 3 credits each term.
N. Pollak or G. Shapiro.

Russian 203–204 Intermediate Composition and Conversation 203, fall or spring; 204, spring. 3 credits each term.
L. and S. Paperno.

Russian 205–206 Russian for Scientists 205, fall; 206, spring. 2 credits each term.
S. Paperno, R. L. Leed.

Russian 301–302 Advanced Russian Grammar and Reading L. H. Babby.

Russian 303–304 Advanced Composition and Conversation 303, fall; 304, spring. 4 credits each term.
L. and S. Paperno.

Russian 305–306 Directed Individual Study 305, fall; 306, spring. 2 credits.
Staff.

[Russian 307 Themes from Russian Culture I] Fall. 4 credits. Not offered 1988–89.
G. Shapiro.

Russian 308 Themes from Russian Culture II Spring. 4 credits.
G. Shapiro.

Russian 329 Eastern Europe Today: Economics, Government, Culture (also Economics 329 and Government 326) Fall. 4 credits.
G. Gibian, M. Rush, G. Staller.

[Russian 330 The Soviet Union: Politics, Economics, and Culture (also Economics 330 and Government 330)] Spring. 4 credits. Not offered 1988–89.
G. Gibian, M. Rush, G. Staller.]

Russian 331 Introduction to Russian Poetry Fall. 4 credits.
N. Pollak.

Russian 334 The Russian Short Story Spring. 4 credits.
S. Senderovich.

[Russian 335 Gogol] Spring. 4 credits. Not offered 1988–89.
Staff.]

Russian 350 Education and the Western Literary Tradition (also Comparative Literature 350 and College Scholar 350) Spring. 4 credits.
P. Carden.

[Russian 367 The Russian Novel (also Comparative Literature 367)] Fall. 4 credits. Not offered 1988–89.
G. Gibian.]

[Russian 371 Literature of the Third Wave] Spring. 4 credits. Not offered 1988–89.
M. Scammell.]

Russian 373 Chekhov Fall. 4 credits.
S. Senderovich.

[Russian 375 Literature of the Soviet Period 1917-45] Fall. 4 credits. Not offered 1988-89.
M. Scammell.]

[Russian 376 Literature of the Soviet Period 1945-85] Spring. 4 credits. Not offered 1988-89.
M. Scammell.]

[Russian 380 Soviet Dissident Literature] Fall. 4 credits. Not offered 1988-89.
M. Scammell.]

[Russian 387 Teaching and Learning: Ideas of Education in the Western Tradition (also Comparative Literature 387)] Spring. 4 credits. Not offered 1988-89.
P. Carden and guest lecturers.]

[Russian 388 Ideas and Form in Novels of Social Inquiry (also Comparative Literature 388)] Spring. 4 credits. Not offered 1988-89.
G. Gibian.]

[Russian 390 The Power of Nationalism: Expressions of National Feelings in Politics, Literature, History, and the Arts (also Comparative Literature 390)] Fall. 4 credits. Not offered 1988-89.
G. Gibian and others.]

Russian 393 Honors Essay Tutorial Fall or spring. 4 credits each term.
Staff.

[Russian 400 Reading the Great Tradition] Fall. 4 credits. Prerequisite: Russian 202 or equivalent. Recommended: a course at the 300 or 400 level in which reading has been done in Russian. This course may be counted towards the 12 credits of Russian literature in the original language required for the Russian major. Not offered 1988-89.
TR 2:55-4:10. Staff.]

[Russian 401-402 History of the Russian Language] 401, fall; 402, spring. 4 credits each term. Not offered 1988-89.
L. H. Babby.]

Russian 403-404 Linguistic Structure of Russian 403, fall; 404, spring. 4 credits.
L. H. Babby.

Russian 409 Russian Stylistics I Fall. 4 credits.
S. Senderovich.

Russian 413-414 Advanced Conversation and Stylistics 413, fall; 414 spring. 4 credits each term.
L. and S. Paperno.

[Russian 418 Pedagogy and the Nineteenth-Century Novel (also Comparative Literature 418)] Fall. 4 credits. Not offered 1988-89.
P. Carden.]

Russian 431 Contemporary Russian Prose Fall. 4 credits.
M. Scammell.

Russian 432 Pushkin Spring. 4 credits.
S. Senderovich.

Russian 491 Reading Course: Russian Literature in the Original Language Fall or spring. 1 credit.
Staff.

Russian 492 Supervised Reading in Russian Literature Fall or spring. 1-4 credits each term.
Hours to be arranged. Staff.

Russian 600 Proseminar: Research Methodology in Russian Literature Fall. 4 credits.
P. Carden.

[Russian 601 Old Church Slavic] Fall. 4 credits. Not offered 1988-89.
E. W. Browne.]

[Russian 602 Old Russian] Fall. 4 credits. Not offered 1988-89.
L. H. Babby.]

Russian 611 Supervised Reading and Research Fall or spring. 2-4 credits.
Staff.

Russian 619 Seventeenth-Century Russian Literature Fall. 4 credits.
G. Shapiro.

Russian 620 Twentieth-Century Russian Poetry Spring. 4 credits.
N. Pollak.

[Russian 621 Old Russian Literature] Spring. 4 credits. Not offered 1988-89.
S. Senderovich.]

[Russian 624 Russian Romanticism] Fall. 4 credits. Not offered 1988-89.
S. Senderovich.]

Russian 625 Russian Realism Spring. 4 credits. Also open to advanced undergraduates with permission of instructor.
P. Carden.

Russian 633-634 Russian for Graduate Specialists 633, fall; 634, spring. 4 credits each term.
L. and S. Paperno.

[Russian 651-652 Comparative Slavic Linguistics] 651, fall; 652, spring. 4 credits each term. Not offered 1988-89.
E. W. Browne.]

Russian 669 Seminar: Dostoevsky Fall. 4 credits.
G. Gibian.

[Russian 671 Graduate Seminar] Fall. 4 credits. Not offered 1988-89.
Staff.]

[Russian 672 Seminar in Nineteenth-Century Russian Literature] Spring. 4 credits. Not offered 1988-89.
P. Carden.]

[Russian 673 The Russian Nabokov] Spring. 4 credits. Also open to advanced undergraduates. Not offered 1988-89.
M. Scammell.]

[Russian 674 Solzhenitsyn] Fall. 4 credits. Not offered 1988-89.
M. Scammell.]

[Russian 702 Graduate Seminar: Neglected Masterpieces of Short Russian Prose] Spring. 4 credits. Not offered 1988-89.
G. Gibian.]

Serbo-Croatian 131-132 Elementary Course 131, fall; 132, spring. 3 credits each term.
W. Browne.

Serbo-Croatian 133-134 Intermediate Course 133, fall; 134, spring. 3 credits each term.
W. Browne.

Ukrainian 131-132 Elementary Course 131, fall; 132, spring. 3 credits each term.
W. Browne.

Social Relations Major

A. T. Kirsch, director of undergraduate studies, 200 McGraw Hall, 255-3505; C. Greenhouse, D. Hayes, B. J. Isbell, W. W. Lambert, V. Nee, L. Smith-Lovin, R. Williams

The major in social relations is offered jointly by the Department of Anthropology and the Department of Sociology. It provides the student with basic

competence in cultural anthropology, social psychology, and sociology and gives particular emphasis to the common methods of research in these disciplines. The student is expected to obtain a grasp of the common interests and unique insights of the three disciplines, and in the senior Social Relations Seminar is expected to integrate aspects of their theory and data.

Students seeking admission to the program should have completed the following prerequisites: (a) Sociology 101 or Anthropology 201; (b) Psychology 101 or 280 or Sociology 280; and (c) Sociology 301 or Psychology 350 or an equivalent course in statistics.

The major calls for a minimum of 36 credits of course work as follows:

- 1) two related courses to be selected in consultation with the major adviser, in each of the three following disciplines: anthropology, social psychology, and sociology. Ordinarily these courses should be at the 300 level or above, but in special circumstances the adviser may approve one or two courses at the 200 level.
- 2) at least one course in methods, to be selected from the following: anthropological methods, techniques of experimentation (psychology), methods in sociology, philosophy of science or of social science, or advanced statistics;
- 3) at least one course in theory related to social relations
- 4) the senior seminar in social relations (Sociology 497 or Anthropology 495)

A list of the courses that may be used to satisfy the requirements for a major in social relations is available from any of the major advisers.

Society for the Humanities

A. D. White Center for the Humanities, 27 East Avenue. Jonathan Culler, director

Fellows for 1988-89: Michèle Barrett (City University, London), Anne Berger (Cornell University), Amy Colin (University of Washington), Drucilla Cornell (University of Pennsylvania Law School), Rita Felski (Murdoch University, Western Australia), Debra Fried (Cornell University), Molly Hite (Cornell University), Missy Dehn Kubitschek (University of Nebraska), Donna Landry (University of Southern California), Gerald MacLean (Wayne State University), C. A. (Biddy) Martin (Cornell University), Gloria Naylor (writer), Amy Sheldon (University of Minnesota), Paula Treichler (University of Illinois), Sharon Willis (University of Rochester)

Fellows include both scholars from other universities and members of the Cornell faculty released from regular duties. The Fellows offer, in line with their research, informal seminars intended to be exploratory or interdisciplinary.

These seminars are open to graduate students, suitably qualified undergraduates, and interested auditors. Students who want credit for courses should formally register in their own college. Persons other than those officially enrolled may attend as visitors with permission of the Fellow.

The Society's theme during 1988-89 will be Feminism and the Humanities.

409 The Double Identity Crisis: German Jewish Women from Rahel Varnhagen to Hannah Arendt (also Women's Studies 409, German Studies 409, and Near Eastern Studies 409) Fall. 3 credits. Limited to 17 students. Knowledge of German required.
M 12:20-2:15. A. Colin.

Through an analysis of texts by Rahel Varnhagen, Rosa Luxemburg, Else Lasker-Schüler, Nelly Sachs, Rose Ausländer, Hannah Arendt, and other German Jewish women this seminar will explore their diverse attempts to cope with a double-identity crisis, internalized prejudices, religious beliefs, and cultural patterns, as well as changing social rules. It will discuss the impact of their fatal double bind on the development of feminist movements in German-speaking countries, as well as on German Jewish intellectual history, psychoanalysis, philosophy, and literature.

411 Works and Days: American Culture and the Portfolio Canon (also English 474) Fall. 3 credits. Limited to 17 students.

W 10:10–12:00. D. Fried.

A feminist investigation of models of the oeuvre in American culture. Our traditional ideas about what an artistic career should look like include range, development, and experimentation with a number of forms and subjects. This model necessarily defines as minor or amateur the achievements of many marginal figures in nineteenth-century American culture, including women and folk artists whose lifework is constituted by repeated and fragmentary trial sketches rather than by methodical maturation toward a culminating masterwork. Such artists create journals, portfolios, sketchbooks, or other collections often marked by repeated revisions of a standard format. How are we to read and assess such assemblages of accumulated reworkings or repositories for small-scale innovations of habitual patterns? How can feminist criticism take up this challenge? How may the portfolio canon be a more adequate model for the lifework of major American artists than the traditional (male) scheme? We will explore a range of models of the cumulative oeuvre in nineteenth- and twentieth-century American culture, including both male and female figures in literature and the visual arts.

413 The History and Economics of Whaling in North America (also History 416 and Agricultural Economics 454) Spring. 4 credits. Prerequisite: Economics 101–102. The Frederick G. Marcham Seminar.

T R 2:30–4:20. D. Usner, J. Conrad.

The Whaling industry of nineteenth-century America is a rich source of documents and data describing the people, resources, and technology that contributed to the development of the United States. Social relations, cross-cultural influences, economic motivations, prices, markets, resource dynamics, and technical change will be examined during the rise and fall of this unique American industry.

414 Mapping Feminist Theory (also Women's Studies 420) Spring. 3 credits. Limited to 17 students.

R 1:25–3:20. R. Felski.

This seminar will examine diverse positions in feminist theory, e.g., subject-based, poststructuralist, and socialist feminism. Central problems that occur within and across disciplinary boundaries will be investigated: the idea of a feminine language or aesthetic, the epistemological claims of feminism, and the relationship between feminism and postmodernism. A guiding assumption will be the belief that theory is not an autonomous and free-floating discourse, but historically and socially embedded, requiring a consideration of the multiple intertextual and contextual relations within which feminist theory is constituted.

415 Inventing Gender I: Alternative Autobiographies (also Women's Studies 413 and English 478) Fall. 3 credits. Limited to 15 students. Permission of instructor required.

R 1:25–3:20. M. Hite.

The most common idea of autobiography presumes the independent existence of a self and a body of experience that this self undergoes—and presumes in addition that both self and experience may be accurately reflected in a written narrative. In this class we will explore a somewhat different possibility: that the *kinds* of writing in which we choose to engage lead to the construction of different *kinds* of selves and experiences and, in particular, that our notions of “man” and “woman” can differ radically in different narrative contexts. Students will be required to keep two first-person journals, the first a day-to-day record of events in the life of someone of their own sex, the second a day-to-day record of events in the life of someone of the *opposite* sex. In addition, there will be a number of shorter writing projects, some involving collaboration among multiple authors. The emphasis throughout will be on the creation of characters rather than on the accurate depiction of a self, on process rather than on finished product (although individual participants may well end up with several stories or even a novella), and on cooperation rather than competition.

416 Inventing Gender II: Alternative Contexts (also Women's Studies 417) Spring. 3 credits. Limited to 15 students. Permission of instructor required.

M 10:10–12:00. M. Hite.

Concepts of which attitudes and behaviors are masculine and feminine—indeed, of what “man” and “woman” *mean*—vary markedly in different societies and different historical periods. As writers, we can regard this fact as an incentive to imagine gender otherwise: to invent societies and even universes in which sex roles—and perhaps sexes—are in important respects unlike the sex-gender systems operating in our own daily lives. Participants are *not* required to write in this genre, however, or to confine themselves to writing any one kind of fiction. The emphasis of the class will be on experiment—with characters, with surrounding cultures, and especially with narrative structures—and workshop sessions will accordingly stress cooperation rather than competition. By the end of the semester every student should have produced at least one finished story, and these stories will constitute an anthology on the subject of alternative constructions of gender that will be printed and distributed to all members of the class.

418 The Tyranny of Aesthetics (also Women's Studies 418) Spring. 3 credits. Limited to 17 students.

M 12:20–2:15. M. D. Kubitschek.

Explores the obscuring effects of particular aesthetic systems commonly used in the study of literature and the other arts. How do different aesthetics make some concerns visible and others invisible in any work of art? How do aesthetic systems, by defining what works are great or even interesting, make whole traditions of literature visible or invisible? When competing systems disagree, what happens to university curricula? Can one construct a coherent course in the humanities without submitting to the tyranny of an aesthetic?

419 Black Women's Novels: Female Identity and History (also Africana Studies 419 and Women's Studies 419) Fall. 3 credits. Limited to 20 students.

R 10:10–12:00. M. D. Kubitschek.

This course traces the development of female identity in Black women's novels, with particular emphasis on the relationship of individual identity and history. What elements does each writer present as crucial to a viable female identity? How do historical events and roles affect the growth of a contemporary identity? In what different ways can a girl or woman become aware of history? How can she assimilate a sometimes painful history without being destroyed or limited by it? Novels by Larsen, Hurston, Petry, Marshall, Jones, Walker, Naylor, Morrison, and Butler.

420 Rethinking Literary History through Feminist (and Other) Theories: the Case of the British Eighteenth Century (also English 635) Spring. 3 credits. Limited to 17 students.

T 1:25–3:20. D. Landry.

In this course we will not be rereading canonical literary works in the light of theory so much as rethinking the theoretical grounds on which a feminist materialist literary history might be written. Topics: critiques of “revolution,” the cases of the 1640s and the 1790s; how feminism might reshape our sense of canon and period; and gender, class, and race as terms and historical effects. Was there an “English revolution,” and of what importance was it to women? What might a poststructuralist politics look like, what might it owe to the French Revolution, and what might it have to do with feminist materialist literary history?

421 Introduction to Women's Studies (also Women's Studies 210) Fall. 4 credits. Limited to 20 students. Permission of instructor required.

Lec, M 12:20–2:20; disc, W 12:20 or 1:25.

C. A. Martin.

This course introduces students to critical approaches in feminist scholarship on the cultural, socioeconomic, and political situation(s) of women. Particular attention will be paid to the conceptual challenges and dangers posed by attempts to study women without taking account of relations between race, class, and gender in

ideological and social formations. Readings will draw on work in various disciplines and will include literary texts and visual images.

423 Fantasies of Power: Gender, Class, and Print Culture in Seventeenth-Century England (also English 626) Fall. 3 credits. Limited to 17 students.

R 1:25–3:20. G. MacLean.

What strategies will enable us as modern readers to engage with seventeenth-century English texts from the perspective of feminist materialism? My working hypothesis is that the centrality of “English” in the spread of international capital had already brought into being the terms of its own critique in the literary production of an imperialist culture based on the fractured reinscription of antique hierarchies of gender, race, and class. Topics: state, family, capital, and labor; sexuality and the law; male fantasies of female desire; women's resistance; and criticism and feminist practice.

424 Feminism and the Politics of Experience (also Women's Studies 424) Spring. 3 credits.

M 12:20–2:15. C. A. Martin.

In this course we will explore shifting conceptions of experience and identity in feminist theoretical and autobiographical writing, with particular attention to the interrelations of theory and personal history. We will be concerned with the ways in which encounters over racism and sexuality have challenged earlier feminist assumptions of the unity and identity of women, the coherence of gender as an analytic category, and experience as the basis of politics and analysis. Readings will include theoretical discussions of identity, experience, and self-representation, and personal historical narratives published by small feminist presses—the work, for example, of Cherrie Moraga, Minnie Bruce Pratt, Gloria Anzaldúa, Joan Nestle, Audre Lorde, and Mab Segrest.

426 Gender, Conversation, and the Verbal Management of Conflict (also Women's Studies 421) Spring. 3 credits.

T 12:20–2:15. A. Sheldon.

Conversations are a fundamental yet mysterious part of our life. Through them we learn to express ourselves as female or male. What is the effect of gender on how we construct the oral texts that embody our social interactions throughout our lives? How do conflict and competition shape our discourse? Readings will be drawn from linguistics, anthropology, sociology, child development, psychology, philosophy of language, and literary analysis. We will study real conversations.

427 Popular Cultural Constructions of Sexual Difference (also Women's Studies 427 and Theatre Arts 427) Fall. 3 credits. Limited to 17 students.

T 12:20–2:15. S. Willis.

This course will consider gender construction in popular cultural representations ranging from narrative texts to television and film. The course is organized around several related questions. How do popular cultural practices articulate power across and on sexual difference? What is the relation between production and consumption of popular culture? Are the practices of production and consumption themselves structured by gender? What is the relationship between feminism and popular culture? Do these fields have a reciprocal influence or impact? How can we use this interaction to rethink the relations of theory to practice in *both* feminism and popular culture studies?

428 Contemporary Social Theory: Some Feminist Questions Fall. 3 credits. Limited to 17 students.

T 1:25–3:20. M. Barrett.

This course will focus some feminist concerns on specific areas of contemporary social theory. Modern European Marxism, theories of subjectivity (including psychoanalysis), hermeneutics, Derrida, Foucault, and postmodernism are examples of the type of theories we will sample. We will be asking what kinds of feminisms these various positions do or would generate (if any). There will be a focus on (a) the adequacy of classical theories of ideology for the theorization of gender and (b) current attempts to theorize subjectivity in terms of sexual and racial difference. The course is based in

social theory and philosophy, with some literary and cultural reference points—it is not organized around readings of specific literary texts.

429 Fallen Women: The Concept of the Whore in Western Literature (also Africana Studies 429 and Women's Studies 429) Fall. 3 credits.
M 1:25–3:20. G. Naylor.

An exploration of various attitudes towards female sexuality in late nineteenth-century and twentieth-century literature. This seminar will concentrate on the use of language and imagery in the depictions of prostitutes in the works of Zola, Maugham, Dreiser, Wharton, Crane, Faulkner, Dinesen, and Valenzuela, among others. The topics of female sexuality and self-determination vs. victimization will be of special interest.

430 Medicine, Feminism, and Cultural Crisis: Current Contests for Meaning Spring. 3 credits.
Limited to 17 students.

M 12:20–2:15. P. Treichler.
Multiple factors are currently operating in the United States to challenge and destabilize the control over women's health achieved and long maintained by the dominant medical culture. Drawing on work in cultural studies by such people as Stuart Hall and Donna J. Haraway, this seminar investigates current struggles between medicine and feminism. In the context of cultural, economic, political, scientific, and linguistic forces we will explore in detail contests for meaning, representational strategies, and material consequences in such areas as reproduction, surrogate motherhood, scientific theory, sanity and insanity, AIDS and other sexually transmitted diseases, medical diagnosis and treatment, the female life cycle, and prostitution. We will work to develop a cultural studies model using theoretical and historical works, representations in popular culture, and a wide variety of journal articles. Participants will work toward individual case studies in the area of their interests.

431 The Dream of the Ethical, the Ideal of Community, and the Role of Law Spring. 3 credits.
Limited to 17 students.

W 2:30–4:25. D. Cornell.
Postmodernism is often thought to imply the rejection of ethics. In this class we will explore why the rejection of the ethical has come to be associated with postmodernism. Indeed, we will focus on the contrary position that postmodern theories give precedence to the ethical. We will also look at the relationship between ethics and the law. The questions we will address are how should the law view difference. What is the relationship of dis-aggregation to de-regulation, etc.?

South Asia Program

N. Uphoff, director; R. Colle, E. W. Coward, E. Erickson, S. Feldman, J. W. Gair, D. Gold, D. Holmberg, J. Jasanoff, S. Jasanoff, M. Katzenstein, K. A. R. Kennedy, B. Lust, B. G. MacDougall, K. March, F. McCarthy, G. Messing, S. Mohanty, S. O'Connor, P. Olpadwala, T. Poleman, D. Sisler, N. Uphoff, M. Walter, S. White

The South Asia Program coordinates research, teaching, and special campus events relating to Bangladesh, India, Pakistan, Nepal, and Sri Lanka. The program faculty includes members from a variety of disciplines, including agricultural economics, agricultural engineering, anthropology, architecture, city and regional planning, communication, comparative religion, ecology and systematics, English, government, history of art, human ecology, international agriculture, linguistics, rural sociology, and science, technology, and society. Undergraduates with a special interest in the region may major in Asian studies with a South Asian concentration. The languages regularly offered are Bengali, Hindi, Nepali, Sinhala, Tamil, Telugu, Urdu, Sanskrit, and Pali. Cornell is a class A member of the American Institute of Indian Studies (AIIS), and undergraduates as well as graduate students are eligible for AIIS intensive language program fellowships in India. For courses available in South Asian studies and details on the major, see the Department of Asian Studies listing in this volume.

Students who want further information on courses and research opportunities should direct questions to the program office, 170 Uris Hall.

Southeast Asia Program

B. R. Anderson, director; R. Barker, T. Chaloeintarana, E. W. Coward, Jr., G. Diffloth, G. S. Fields, M. F. Hatch, A. T. Kirsch, R. T. McVey, S. J. O'Connor, T. Shiraishi, J. T. Siegel, J. U. Wolff, D. K. Wyatt

Southeast Asia studies at Cornell is included within the framework of the Department of Asian Studies. Twelve full-time faculty members in the Colleges of Arts and Sciences, and Agriculture and Life Sciences participate in an interdisciplinary program of teaching and research on the history, culture, and societies of the region stretching from Burma through the Philippines. Courses are offered in such fields as agricultural economics, anthropology, government, history, history of art, linguistics, music, and rural sociology. Instruction is also offered in a wide variety of Southeast Asian languages: Burmese, Cambodian, Cebuano (Bisayan), Indonesian, Javanese, Tagalog, Thai, and Vietnamese, for which Foreign Language Area Studies Fellowships are available. Intensive instruction is offered in the Full-Year Asian Language Concentration (FALCON) in Indonesian at the beginning and intermediate levels. Intensive advanced Indonesian language programs are held from June through August in Indonesia each summer. The formal program of study at Cornell is enriched by a diverse range of extracurricular activities, including an informal weekly luncheon seminar, the concerts of the Gamelan Ensemble, a weekly Southeast Asia film series, and public lectures. The John M. Echols Collection on Southeast Asia, in Olin Library, is the most comprehensive collection on this subject in America.

Undergraduates may major in Asian studies with a focus on Southeast Asia and its languages, or they may elect to take a concentration in Southeast Asia studies by completing 15 credits of course work. Students interested in exploring these opportunities should consult the director, Southeast Asia Program, 120 Uris Hall.

Statistics Center

The Cornell Statistics Center coordinates a university-wide program in statistics and probability. Students interested in graduate study in probability and statistics should apply to the Field of Statistics or to one of the other graduate fields of study that offer related course work. A list of courses in probability and statistics recommended for graduate students in the Field of Statistics can be found in the description of the Cornell Center for Statistics in the section "Interdisciplinary Centers and Programs." Further information can be obtained from the director of the Statistics Center in Caldwell Hall.

Women's Studies Program

N. Furman, director; L. Abel, J. Allen, D. Barr, S. Bem, L. Beneria, J. Bernstock, J. Blackall, J. Brumberg, A. Cook, I. DeVault, I. Ezergailis, J. Farley, S. Feldman, J. Fortune, G. Fraser, J. Gerner, J. Ginsburg, M. Hite, D. Holmberg, I. Hull, B. J. Isbell, M. Jacobus, M. Katzenstein, J. Locey, S. McConnell-Ginet, K. March, B. Martin, E. Meyer, M. B. Norton, S. Samuels, R. Savin-Williams, L. Waugh

Women's Studies, a university program in the College of Arts and Sciences, has three goals: to encourage the development of teaching about women and sex roles for women and men; to examine assumptions about women in various disciplines and to develop, systematize, and integrate back into the disciplines new knowledge about women; and to cooperate in public service activities with the extension divisions of the university.

The program is guided by a board composed of faculty, staff, and students at Cornell and members of the Ithaca community who have an intellectual interest in women's studies. Program facilities in Uris Hall, including a reading room—lounge and a seminar room, are open to all interested students and faculty.

Program Offerings

Undergraduate students in the College of Arts and Sciences who want to major in women's studies can design their own major through the College Scholar or Independent Major programs. Any graduate student in the university may elect a women's studies minor. Students interested in either the major or the minor should obtain further information from the Women's Studies Office, 332 Uris Hall.

The program typically sponsors a noncredit seminar/study group for graduate students and faculty to facilitate sharing of knowledge across disciplinary lines. During the academic year the program also sponsors frequent public lectures dealing with social, political, and intellectual issues in women's studies.

The Concentration

Undergraduate students who wish to graduate with a concentration in women's studies should consult with the director of undergraduate studies in women's studies to select an adviser. In collaboration with that adviser, students will design a coherent program in women's studies to complement their major. Before graduation students will submit to their adviser a final summary on their completed work in women's studies. The concentration is open to students in all colleges of the university.

The concentration in women's studies consists of four courses. Typically, two courses are selected from the list of general courses and two from the list of specialized courses (see below). Freshman writing seminars, related courses, or independent study in women's studies may be substituted for specialized courses in the concentration with the prior approval of the adviser.

For further information or to meet with the director of undergraduate studies to select an adviser, students should contact the Women's Studies Office, 332 Uris Hall, 255-6480.

Distribution Requirement

Distribution requirements are satisfied by any two women's studies courses in any of the following categories:

Social sciences: (a) any two of 208, 218, 238, 244, 277, 305, 321, 353, 363, 366, 406, 408, 425, 428, 450, 454, 468, 480 or (b) any one of 210, 365, plus one from list a.
History: any two of 227, 238, 273, 307, 357, 426.
Humanities: (a) any two of 248, 251, 281, 297, 348, 349, 363, 365, 366, 390, 402, 404, 445, 456, 460, 476, or (b) any one of 210, 365, 493, plus one from list a.

Courses

Keeping in mind that women's studies is interdisciplinary, it is useful to distinguish six core areas, or foci, within the program: ideology and culture, institutions and society, history, literature and the arts, psychology and human development, and natural sciences.

The program offers undergraduate and graduate courses in all of the core areas, both independently and in cooperation with other departments. Women's studies courses are grouped into four categories to assist students in selecting the level or degree of specialization suited to their program:

- I) Freshman writing seminars
- II) General courses (which provide a general introduction to a broad subject area or core focus within women's studies)
- III) Specialized courses and seminars (which have smaller enrollments and focus upon more-specialized topics within each of the core areas)
- IV) Related courses and seminars (which need not focus exclusively upon women's studies issues but include significant consideration of sex differences, feminist criticism, or gender)

I. Freshman Seminars

105 Feminine and Masculine Ideals in Japanese Culture (also Asian Studies 105) Spring. 3 credits. MWF 10:10. Staff.

In its long history, Japanese culture has developed a large number of role models—the aristocrat, poet-priest, warrior, entertainer, "salary man," and "education mama"—and idealized them in its literature and art. Using these ideals as its subject matter, the seminar will give students practice in reading texts closely, analyzing ideas, and writing various types of papers. Through studying Japanese concepts of femininity and masculinity, the students will not only explore a new culture but will also gain new perspectives on their own cultures.

106 Women and Writing (also English 105) Fall and spring. 3 credits.

Hours to be arranged. Staff.
What is a woman? How does she confront her personal experience? Does she play a special role in history, in our definition of society, or in our understanding of language and literature? This course will explore the relation between women and writing. We will discuss writings by and about women, debate our attitudes toward feminism, and analyze the relevance of these questions to our own written work. Individual sections will emphasize different aspects of the relation between women and writing. Which section to choose should depend on your own interest in exploring how women appear in private or autobiographical writings, historical contexts, and/or literary works. Further information on specific sections is available in the freshman writing seminar office. Textual overlap among the sections is kept to a minimum so that students can take more than one Women and Writing seminar during their time at Cornell.

[107 The Family in American History (also History 107)] 3 credits. Not offered 1988–89. M. B. Norton.]

II. General Courses

210 Introduction to Women's Studies (also Society for the Humanities 421) Fall. 4 credits. Limited to 20 students. Permission of instructor required.

Lec. M 12:20–2:15; disc. W 12:20 or 1:25. C. A. Martin.

This course introduces students to critical approaches in feminist scholarship to the cultural, socioeconomic, and political situation(s) of women. Particular attention will be paid to the conceptual challenges and dangers posed by attempts to study women without taking account of relations between race, class, and gender in ideological and social formations. Readings will draw on work in various disciplines and will include literary texts and visual images.

[214 Biological Basis of Sex Differences (also Biological Sciences 214)] 3 credits. Prerequisite: one year of introductory biology. Not offered 1988–89.

The structural and functional differences between the sexes are examined. Emphasis is placed on mechanisms of mammalian reproduction. Where possible, special attention is given to studies of humans. Current evidence on the effects of gender on nonreproductive aspects of life (behavior, physical and mental capabilities) is discussed. The course is intended to provide students with a basic knowledge of reproductive endocrinology and with a basis for objective evaluation of sex differences in relation to contemporary life.]

218 The Economics of Gender (also City and Regional Planning 218) Spring. 3 credits. TR 3:30–5. L. Beneria.

An introduction to economic analysis of gender relations and women's work, with emphasis given to understanding different analytical approaches to these issues. Although the course focuses mostly on the United States, some basic questions regarding international development and women will be dealt with.

[227 Modern American Sex Roles in Historical Perspective (also History 227)] 4 credits. Each section limited to 20 students. Intended primarily for sophomores. Not offered 1988–89.

Hours to be arranged. M. B. Norton.
A reading and discussion course. The class will begin by examining sex roles in the United States in the 1980s, looking at a variety of sources like popular magazines and contemporary commentaries. We will then move backwards in time in an attempt to uncover the roots of current attitudes. The students will help to determine which topics the class will investigate in detail.]

244 Language and the Sexes (also Linguistics 244) Spring. 4 credits. Hours to be arranged. S. McConnell-Ginet.

273 Women in American Society, Past and Present (also History 273) Spring. 4 credits. MWF 10:10. M. B. Norton.

A survey of women's experiences in America from the seventeenth century to the present. Among the topics to be discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, and contemporary feminism.

277 Psychology of Sex Roles (also Psychology 277 and Sociology 277) Fall. 3 or 4 credits. Limited to 200 students. Prerequisite: an introductory psychology course.

TR 2:55–4:25. S. Bem.
Addresses the question of why and how adult women and men come to differ in their overall life-styles, work and family roles, personality patterns, cognitive abilities, etc. This broad question is examined from five perspectives: (a) the psychoanalytic perspective; (b) the biological perspective; (c) the historical and cultural evolutionary perspective; (d) the child development perspective; and (e) the social-psychological and contemporaneous perspective. Each of these perspectives is also brought to bear on more specialized phenomena relating to the psychology of sex roles, including psychological androgyny, women's conflict over achievement, the male sex role, egalitarian marriage relationships, gender-liberated childrearing, female sexuality, homosexuality, and transsexualism.

321 Sex and Gender in Cross-Cultural Perspective (also Anthropology 321) Fall. 4 credits.

MWF 1:25. K. S. March.
An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines various aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex role definition around the world.

[353 Feminism: State and Public Policy (also Government 353)] 4 credits. Not offered 1988–89. M. Katzenstein.

The course examines aims and strategies of the feminist movement in the United States and the response of both society and the state to feminist claims. It is thus a course about political protest and the capacity of American political institutions to promote and shape, as well as to counter social change. In examining the law and public policy on such issues as job discrimination, wife battery, rape, abortion, etc., the course explores the contradictions between, and the congruence of, the dual ideals of individual choice and group equality.]

[365 Directions in Feminist Theory (also Government 362)] 4 credits. Not offered 1988–89. C. A. Martin.

This course is designed to explore developments in contemporary feminist theory with particular attention to feminist critiques, reinterpretations, and uses of Marxist, psychoanalytic, and (post)structuralist thought. We will be concerned with the ways in which radical feminist questions converge with developments in these fields and the ways in which feminist analyses challenge some of the most basic assumptions embedded in these and other social theories. We will

consider the approaches of a variety of feminist thinkers to the relations between a gender, race, class, and sexual divisions.]

III. Specialized Courses and Seminars

208 Gender, Race, and Medical "Science" (also Africana Studies 208 and Anthropology 208) Fall. 3 credits.

TR 11:40–12:55. G. Fraser.
The course will examine the social construction of race and gender in the medical sciences from the turn of the century to the present. Beginning with readings that propose a new view of scientific medicine as a system of signs and symbols and as culturally embedded, we will proceed to an examination of some of the following topics: racism and experimentation: the treatment of venereal disease and tuberculosis; the demise of social childbirth; the body as a medical product; menstruation as pathology; the monitored mind: women and psychiatry; the political economy of health care; medical authority; the training of medical students; political anatomy of the body; sites of resistance; and alternative systems: cross-cultural case studies.

[238 The Historical Development of Women as Professionals, 1800–Present (also Human Development and Family Studies 258)] 3 credits. Not offered 1988–89.]

J. Brumberg.
The historical evolution of the female professions in America (midwifery, nursing, teaching, librarianship, home economics, and social work) as well as women's struggles to gain access to medicine, law, the clergy, and the academy. Lectures, reading, films, and discussion are geared to identifying the cultural patterns that fostered the conception of gender-specific work and the particular historical circumstances that created these different work opportunities. The evolution of professionalism and the consequences of professionalism for women, family structure, and American society are also discussed.]

248 Major Nineteenth-Century Women Novelists (also English 247) Fall. 4 credits.

TR 11:40–12:55. J. Blackall.
This course gives particular attention to the biographical and social circumstances surrounding the novels, their critical reception within their own time, and the themes and subject matter that women novelists elected to write about. The reading includes masterworks and certain other works that exerted a major imaginative impact on contemporary readers. Readings are Austen, *Persuasion*; C. Brontë, *Jane Eyre*; E. Brontë, *Wuthering Heights*; Gaskell, *Mary Barton*; Stowe, *Uncle Tom's Cabin*; Eliot, *The Mill on the Floss*; Gilman, *The Yellow Wallpaper*; Chopin, *The Awakening*. In addition, two twentieth-century works, Jean Rhys's *Wide Sargasso Sea* and Edith Wharton's *Ethan Frome*, will be approached as imaginative sequels to *Jane Eyre* and *Wuthering Heights* respectively.

251 Twentieth-Century Women Novelists (also English 251) Spring. 4 credits. S. Samuels.

This course will be particularly concerned with self-consciously experimental novels and with some of the questions about women's experience, perspective, and language raised by recent feminist criticism. We will read works by Virginia Woolf, Jean Rhys, Djuna Barnes, Doris Lessing, Toni Morrison, Margaret Atwood, Alice Walker, and others.

281 The Harem in Social and Historical Perspective (also Near Eastern Studies 281) Fall. 3 credits.

MWF 9:05. L. Peirce.
This course examines the significance of the harem in the societies of the Islamic Near East. Although attention will be paid to female seclusion as it exists today, emphasis will be on the historical development of the harem. Topics to be covered include the place of the harem in the social and religious structure of Islam, social hierarchies and family structure, spatial

configurations of female seclusion, female slavery and its relation to the harem, the contribution of harem women to the history of the Islamic Near East, and images of the harem in Western literature and art. Readings will include memoirs, novels, and poetry drawn from the literature of the Near East (in translation), as well as Western writings.

[297 Beyond the Stereotype: Images of Women in the Middle East (also Near Eastern Studies 297) 3 credits. Not offered 1988–89.

S. Mehrez.
We will be reading nonfictional works on women, as well as works of fiction on and by women, in an attempt to re-evaluate certain stereotypic functions and roles ascribed to Middle Eastern women throughout history. Our starting point will be the Koran, the text that continues to regulate the formation of the image of women. We will investigate the degree of acceptance or rejection of such an imposed image as it manifests itself in contemporary texts.]

[307 African-American Women from Slavery to Freedom (also History 303)] Fall. 4 credits.

T R 11:40–12:55. M. Creel.
This course thematically explores the history of African-American women from a sociopolitical perspective. Topics include the images and depictions of Black women, how Black women have engaged in political struggle, race progress vs. feminism, the relationship between racism and sexism, and Black women in family life.

[310 Feminist Constructions and Practices of Science Fiction]

Hours to be arranged. K. King.

[312 Feminisms and Writing Technologies]

Hours to be arranged. K. King.

[348 The Female Literary Tradition: Wollstonecraft to Woolf (also English 348)]

4 credits. Not offered 1988–89.

M. Jacobus.
A survey of the (mainly British) female literary tradition from the French Revolution to early twentieth-century modernism. The course will trace the dual legacies of romanticism and revolution through their monstrous and gothic forms, exploring their repressed presence in Victorian women's fiction until they surface again in the writing of the 1848 revolution and after. As well as the social protest literature of the mid-nineteenth century, we will look at the literature of the (female) uncanny, through which Victorian women writers confront their inner worlds, before turning to the emergence of the "new woman" and Utopian women's fiction at the end of the nineteenth century and to the beginnings of the twentieth-century modernist experiment by women. Texts will include works by Wollstonecraft, Austen, Mary Shelley, Emily and Charlotte Brontë, Eliot, Barrett Browning, Gaskell, Gilman, Schreiner, and Woolf.]

[349 Women in Medieval Literature (also German Studies 348 and Comparative Literature 349)]

4 credits. Not offered 1988–89.

B. Buettner.
A study of women and their roles in the social order as portrayed in the literature of the Middle Ages. Readings will illustrate the range of attitudes toward women from asceticism and antifeminism to their idealization in courtly love lyric and romance. We will examine woman's putative influence in literature, both positive and negative, on man and society and the debates over woman's "proper" attitude and role. Works in English translation will include a play by Hroswitha of Gandersheim, the *Nibelungenlied*, selected Mariological and mystical poems, courtly love lyric, *Parzival*, *Tristan and Isolde*, and *The Book of the City of Ladies*.]

[363 Women in Classical Greece and Rome (also Classics 363)] 4 credits. Not offered 1988–89.

L. S. Abel, J. Ginsburg.
In this course students will examine the evidence about the social and political position of women in ancient Greece and Rome and consider the images of women in Classical literature. The purpose will be to trace the

origins of some Western attitudes about women and to address general historical questions about evidence and problems in using literature and historical writing to assess social roles.]

[366 Feminism, Sexuality, and the Politics of Identity (also Government 366)] 4 credits.

Prerequisite: permission of instructor. Not offered 1988–89.

Hours to be arranged. C. A. Martin.
The purpose of this course is (1) to explore the theoretical and political significance within feminism of sexuality and sexual identity; (2) to examine attempts to define the construct "lesbianism"; (3) to consider the limitations of "identity politics"; and (4) to analyze the implications of class, race, and ethnicity for a "sexual politics."]

[390 The Fiction of Modern Hispanic Women (also Spanish 390)] Taught in Spanish. Not offered 1988–89.

D. Castillo.
This course will survey a representative sampler of novels and short stories by twentieth-century Hispanic women. We will be giving particular attention to typical themes and subject matter relating to women's experience and perspectives in the context of questions raised by recent feminist criticism. Readings will include works by Silvina Ocampo, Rosario Ferre, Susana Torres Molina, Carmen Martin Gaité, Carmen Gomez Ojea, Luisa Valenzuela, Cristina Peri Rossi, Mercedes Salisachs, and Albalucia Angel.]

[402 Black Women and Their Fictions (also English 401, Comparative Literature 401)]

4 credits. Not offered 1988–89.

H. Gates.
This course intends to define the precise shape and contours of the tradition of Black women's writing in English. How do Black women use language to represent their experiences? How does their writing resemble or diverge from the Black male tradition? How does Black feminist theory differ from white feminist theory? These are the concerns of this class. Readings are by Harriet E. Wilson, Frances Harper, Anna Julia Cooper, Nelly Larsen, Zora Neale Hurston, Gwendolyn Brooks, Ann Petry, Paule Marshall, Toni Morrison, Toni Cade Bambara, Gayle Jones, Alice Walker, Gloria Naylor, and Jamaica Kincaid.]

[404 Women Artists (also History of Art 404)]

4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

J. Bernstock.
This seminar will be devoted to a study of the work of women artists from antiquity to the present. The works of the most important women artists from each period will be studied in relation to the changing roles of women in society and to the art produced contemporaneously by men.]

[406 The Culture of Lives (also Anthropology 406)] Spring. 4 credits.

K. March.
This seminar explores the insights provided by biographical-autographical accounts into both the particularities of individual lives and into the wider social and cultural forms of those lives. We will look at the place of life histories within development of anthropology as a discipline from the earliest explorers' accounts, through the florescence of their importance in early American ethnographic description, and into the contemporary resurgence of interest in personal narratives as windows onto both the social or cultural construction of the person and the personal construction of the social or cultural. Course materials draw heavily upon women's lives and their representations, both to contrast women's and men's accounts and to underscore the special significance of women's narratives in anthropology.

[408 Gender Symbolism (also Anthropology 408)]

Spring. 4 credits.

K. March.
This seminar looks at how cultural meaning is constructed about biological sex differences. We begin from the presumption that sex difference and gender

are culturally defined as a system of categories and meanings interacts with people's cognitive, intellectual, and affective experience of their worlds. The seminar has two primary conceptual objectives: (1) to analyze the relations among gender symbols and (2) to explore the relations between these symbols and the social worlds of the people who believe in them.

[409 The Double Identity Crisis: German Jewish Women from Rahel Varnhagen to Hannah Arendt (also Society for the Humanities 409, German Studies 409, and Near Eastern Studies 409)] Fall.

3 credits. Limited to 17 students. Knowledge of German required.

M 12:20–2:15. A. Colin.
Through an analysis of texts by Rahel Varnhagen, Rosa Luxemburg, Else Lasker Schuler, Nelly Sachs, Rose Auslander, Hannah Arendt and other German Jewish women this seminar will explore their diverse attempts to cope with a double-identity crisis, internalized prejudices, religious beliefs, and cultural patterns, as well as changing social rules. It will discuss the impact of their fatal double bind on the development of feminist movements in German-speaking countries, as well as on German Jewish intellectual history, psychoanalysis, philosophy, and literature.

[413 Inventing Gender I: Alternative Autobiographies (also Society for the Humanities 415 and English 478)] Fall. 3 credits. Limited to 15 students. Permission of instructor required.

R 1:25–3:20. M. Hite.
The most common idea of autobiography presumes the independent existence of a self and a body of experience that this self undergoes—and presumes in addition that both self and experience may be accurately reflected in a written narrative. In this class we will explore a somewhat different possibility: that the *kinds* of writing in which we choose to engage lead to the construction of different *kinds* of selves and experiences and, in particular, that our notions of man and woman can differ radically in different narrative contexts. Students will be required to keep two first-person journals, the first a day-to-day record of events in the life of someone of their own sex, the second a day-to-day record of events in the life of someone of the opposite sex. In addition, there will be a number of shorter writing projects, some involving collaboration among multiple authors. The emphasis throughout will be on the creation of characters rather than on the "accurate" depiction of a self, on process rather than on finished product (although individual participants may well end up with several stories or even a novella), and on cooperation rather than competition.

[417 Inventing Gender II: Alternative Contexts (also Society for the Humanities 416)] Spring.

3 credits. Limited to 15 students. Permission of instructor required.

M 10:10–12:00. M. Hite.
Concepts of which attitudes and behaviors are "masculine" and "feminine"—indeed, of what "man" and "woman" *mean*—vary markedly in different societies and different historical periods. As writers, we can regard this fact as an incentive to imagine gender otherwise: to invent societies and even universes in which sex roles—and perhaps sexes—are in important respects unlike the sex-gender systems operating in our own daily lives. Participants are *not* required to write in this genre, however, or to confine themselves to writing any one kind of fiction. The emphasis of the class will be on experiment—with characters, with surrounding cultures, and especially with narrative structures—and workshop sessions will accordingly stress cooperation rather than competition. By the end of the semester every student should have produced at least one finished story, and these stories will constitute an anthology on the subject of alternative constructions of gender that will be printed and distributed to all members of the class.

[418 The Tyranny of Aesthetics (also Society for the Humanities 418)] Spring. 3 credits. Limited to 17 students.

M 12:20–2:15. M. D. Kubitschek.
Explores the obscuring effects of particular aesthetic

systems commonly used in the study of literature and the other arts. How do different aesthetics make some concerns visible and others invisible in any work of art? How do aesthetic systems, by defining what works are great or even interesting, make whole traditions of literature visible or invisible? When competing systems disagree, what happens to university curricula? Can one construct a coherent course in the humanities without submitting to the tyranny of an aesthetic?

419 Black Women's Novels: Female Identity and History (also Africana Studies 419 and Society for the Humanities 419) Fall. 3 credits. Limited to 20 students.

R 10:10–12. M. D. Kubitschek.

This course traces the development of female identity in Black women's novels, with particular emphasis on the relationship of individual identity and history. What elements does each writer present as crucial to a viable female identity? How do historical events and roles affect the growth of a contemporary identity? In what different ways can a girl or woman become aware of history? How can she assimilate a sometimes painful history without being destroyed or limited by it? Novels by Larsen, Hurston, Petry, Marshall, Jones, Walker, Naylor, Morrison, and Butler.

420 Mapping Feminist Theory (also Society for the Humanities 414) Spring. 3 credits. Limited to 17 students.

R 1:25–3:20. R. Felski.

This seminar will examine diverse positions within feminist theory, e.g., subject-based, poststructuralist, and socialist feminism. Central problems that occur within and across disciplinary boundaries will be investigated: the idea of a feminine language or aesthetic, the epistemological claims of feminism, and the relationship between feminism and postmodernism. A guiding assumption will be the belief that theory is not an autonomous and free-floating discourse but historically and socially embedded, requiring a consideration of the multiple intertextual and contextual relations within which feminist theory is constituted.

421 Gender, Conversation, and the Verbal Management of Conflict (also Society for the Humanities 426) Spring. 3 credits.

T 12:20–2:15. A. Sheldon.

Conversations are a fundamental yet mysterious part of our life. Through them we learn to express ourselves as female or male. What is the effect of gender on how we construct the oral texts that embody our social interactions throughout our lives? How do conflict and competition shape our discourse? Readings will be drawn from linguistics, anthropology, sociology, child development, psychology, philosophy of language, and literary analysis. We will study real conversations.

424 Feminism and the Politics of Experience (also Society for the Humanities 424) Spring. 3 credits.

M 12:20–2:15. C. A. Martin.

In this course we will explore shifting conceptions of experience and identity in feminist theoretical and autobiographical writing, with particular attention to the interrelations of theory and personal history. We will be concerned with the ways in which encounters over racism and sexuality have challenged earlier feminist assumptions of the unity and identity of women, the coherence of gender as an analytic category, and experience as the basis of politics and analysis. Readings will include theoretical discussions of identity, experience, and self-representation, and personal historical narratives published by small feminist presses—the work, for example, of Cherrie Moraga, Minnie Bruce Pratt, Gloria Anzaldúa, Joan Nestle, Audre Lorde, and Mab Segrest.

425 Gender Relations and Social Transformation (also Rural Sociology 425) Fall. 3 credits. Students in the endowed colleges must register for Women's Studies 425.

T R 1:25–3. S. Feldman.

A comparative analysis of women's contribution to domestic-household and agricultural labor as production practices change. The course emphasizes the configuration of various economic and social

sectors and their realignments in and between countries. Changes occur in response to technology transfer, the transformation of the labor market, the international division of labor, and changing family relations.

426 Undergraduate Seminar in Early American History (also History 426) Spring. 4 credits.

M 1:25–3:20. M. B. Norton.

Topic for 1988: women and the family in early America. An intensive examination of women's experience in America before 1820. Whites, Blacks, and Indians will all be considered. Each student will write a research paper based on primary sources.

427 Popular Cultural Constructions of Sexual Difference (also Society for the Humanities 427 and Theatre Arts 427) Fall. 3 credits. Limited to 17 students.

T 12:20–2:15. S. Willis.

This course will consider gender construction in popular cultural representations ranging from narrative texts to television and film. The course is organized around several related questions. How do popular cultural practices articulate power across and on sexual difference? What is the relation between production and consumption of popular culture? Do the practices of production and consumption themselves have gender? What is the relationship between feminism and popular culture? Do these fields have a reciprocal influence or impact? How can we use this interaction to rethink the relations of theory to practice—in both feminism and popular culture studies?

428 Spirit Possession, Shamanism, Curing, and Witchcraft (also Anthropology 428) Spring.

4 credits. Limited to 20 students. Prerequisite: background in anthropology or women's studies.

T 1:25–3:30. D. Holmberg.

An anthropological consideration of witchcraft, shamanisms, and cults of spirit possession, with special attention to the play of gender. Classic anthropological accounts of non-Western societies will be considered along with ethnographic and historical accounts of Western societies. The course also addresses general problems in the study of women and gender and the anthropology of myth, ritual, and symbolism.

429 Fallen Women: The Concept of The Whore in Western Literature (also Society for the Humanities 429 and Africana Studies 429) Fall. 3 credits.

M 1:35–3:20. G. Naylor.

An exploration of various attitudes towards female sexuality in late nineteenth-century and twentieth-century literature. This seminar will concentrate on the use of language and imagery in the depictions of prostitutes in the works of Zola, Maugham, Dreiser, Wharton, Crane, Faulkner, Dinesen, and Valenzuela, among others. The topics of female sexuality and self-determination vs. victimization will be of special interest.

[445 Jane Austen, Elizabeth Gaskell, and George Eliot (also English 445)] 4 credits. Not offered 1988–89.

J. Blackall.

A close focus on five masterworks of the nineteenth century—Austen's *Pride and Prejudice* and *Emma*; Gaskell's *Life of Charlotte Brontë* and *Wives and Daughters*; and Eliot's *Middlemarch*—with particular regard for the circumstances, biographical and social, from which these works emerged. We will examine these writers' perception of the institution of marriage; their delineation of the problem of attaining self-fulfillment and self-expression within a domestic and rural community, especially for women; and their concepts of a "heroine" and a "hero." Emphasis will be on reading and discussion. Participants will keep journals reflecting their personal responses to the books and their pursuit of chosen topics, these notes leading to one final essay of moderate length.]

450 Seminar in the Psychology of Gender (also Psychology 450) Spring. 4 credits. Limited to 15 junior and senior psychology majors. Prerequisite: Psychology/Sociology/Women's Studies 277 or permission of instructor.

W 2:30–4:30. S. Bern.

This seminar is designed primarily for advanced students in psychology who have a strong interest in empirical research. Each time the course is offered, a particular research topic will be selected by the instructor for consideration in depth. The topic will be announced at the first meeting of the course. All interested students should attend that meeting.

[453 Victorians and Modernists: Literary Legends from Wilde to Woolf (also English 453)] 4 credits. Not offered 1988–89.

S. Siegel.]

454 Women, Revolution, and Socialism (also Asian Studies 454) Spring. 4 credits.

Hours to be arranged. C. White.

The course will examine the theory and practice of revolution and socialist development from the viewpoint of women revolutionaries and socialist thinkers as well as male socialist writers on the "Woman Question." The theoretical focus will be on the articulation of revolution in gender relations with other revolutionary struggles against colonial, class, and ethnic domination. Case study material includes the Soviet Union, China, Vietnam, Mozambique, Central America (Nicaragua and Guatemala), and Malaysia. Issues include marriage law reform, land reform and cooperativization, military struggle, political mobilization and leadership, and nonrevolutionary forms of everyday resistance.

[456 Edith Wharton, Willa Cather, and Eudora Welty (also English 456/656)] 4 credits. Not offered 1988–89.

J. F. Blackall.

A representative selection of the best fiction of three distinguished American women writers with particular regard for their representation of women in relation to environment, for their characteristic themes and materials, and for their practice of the craft of fiction. Readings Wharton, *The House of Mirth*, *Summer*, *The Age of Innocence*, and selected short stories; Cather, *O, Pioneers!*, *A Lost Lady*, *The Professor's House*, and selected short stories; and Welty, *The Robber Bridegroom*, *The Golden Apples*, *The Optimist's Daughter*, and selected short stories. Discussion format with three essays.]

[460 Gender in Nineteenth-Century America (also English 461/661)] 4 credits. Not offered 1988–89.

S. Samuels.

A study of the relation between historical experience and literary texts. We will examine from the perspectives of both historical and literary analysis the rise of women writers, the novel's preoccupation with conflicts between men and women, the cultural uses of feminism and antifeminism, and the impact of the new woman. Bringing traditional literary texts—novels and poetry—into dialogue with "nonliterary" writings like journalism, political treatises, social reform manifestos, and etiquette books, we will draw on the methods and theories of cultural history and literary criticism to ask how gender relations and the history of women bear on the plots, discourses, and images of literary texts. A tentative reading list would include Susannah Rowson's *Charlotte Temple*, Lydia Maria Child's *The Mother's Book*, Catherine Beecher's *A Treatise on Domesticity*, Nathaniel Hawthorne's *The Blithedale Romance*, works by Angelina and Sarah Grimké, Harriet Beecher Stowe's *Uncle Tom's Cabin*, poems by Emily Dickinson and Walt Whitman, Louisa May Alcott's *Little Women*, Edith Wharton's *House of Mirth*, William Dean Howells' *A Hazard of New Fortunes*, and Charlotte Perkins Gilman's *Herland*.]

[476 Women's Poetry (also English 476)]

4 credits. Limited to 25 students. Prerequisite: permission of instructor. Not offered 1988–89.

D. Mermin.

A historical survey of the female poetic tradition in Britain and America, including such writers as Bradstreet, Dickinson, Brontë, Barrett Browning, Bishop, Brooks, and Plath.]

480 Towards an Anthropology of the Female Body (also Anthropology 480) Spring. 4 credits.

Hours to be arranged. G. Fraser.

The main purpose of this course is to create a context for the discussion of central issues in the cross-cultural literature on the relationship between the female self, her body-mind, and the wider social order(s). All too easily Western feminists acknowledge but neglect to incorporate into their theoretical framework the perspectives of women from non-Western societies, from different historical periods, and from divergent classes. Do the differences challenge or support our vision of gender as a unifying category? By focusing on women's embodied selves, the hope is that we will begin to develop a critical theory that will reshape the boundaries of our old assumptions.

493 French Feminisms (also French 493) Fall. 4 credits.

T R 10:10–11:25. N. Furman.

This course will examine the political, theoretical, and literary concerns of contemporary French writers who have addressed "la question de la femme/la question du féminin." Readings will include representative texts by Simone de Beauvoir, Monique Wittig, Julia Kristeva, Jacques Lacan, Luce Irigaray, Jacques Derrida, and Helene Cixous. Taught in English.

499 Directed Study Fall or spring. Variable credit.

Prerequisite: one course in women's studies and permission of a faculty member of the Women's Studies Program Board.

Hours to be arranged. Staff.

513 The Political Economy of Women and Work I (also City and Regional Planning 513) Fall. 4 credits.

W 7–10 p.m. L. Beneria.

This course deals with the question of how to understand and analyze the economic condition of women, starting with some general issues about the "question of origins," reproduction and production, and the underestimation of women's economic activities. It focuses on different approaches to the analysis of women's work in the household and in the labor market (from an economic and feminist perspective). The empirical material concentrates mostly on the United States with some glances at other industrial countries and the international economy.

514 The Political Economy of Women and Work II (also City and Regional Planning 514) Spring. 4 credits.

W 7–10 p.m. L. Beneria.

A continuation of Women's Studies 513. The focus here is on development issues and on how the development process has affected women in the Third World. The analysis is placed in the context of the global economy, including the connections between the Third World and the more industrialized countries.

[626 Graduate Seminar in the History of American Women (also History 626)] 4 credits. Limited to graduate students. Not offered 1988–89.

M. B. Norton.

A reading and research seminar intended for graduate students. Major works in American women's history will be carefully scrutinized, and each student will prepare a lengthy research paper.]

[638 Contemporary German Women Writers (also German Literature 638)] 4 credits. Not offered 1988–89.

I. Ezergailis.]

[660 Black Women and Their Fictions (also Women's Studies 402 and English 401)] 4 credits. Not offered 1988–89.

H. Gates.

This course intends to define the precise shape and contours of the tradition of black women's writing in English. How do black women use language to represent their experiences? How does their writing resemble or diverge from the black male tradition? How does black feminist theory differ from white feminist theory? These are the concerns of this class. Readings are by Harriet E. Wilson, Frances Harper, Anna Julia

Cooper, Nelly Larsen, Zora Neale Hurston, Gwendolyn Brooks, Ann Petry, Paule Marshall, Toni Morrison, Toni Cade Bambara, Gayle Jones, Alice Walker, Gloria Naylor, and Jamaica Kincaid.]

[685 Seminar in Sex Differences and Sex Roles (also Psychology 685 and Sociology 685)]

4 credits. Prerequisite: permission of instructor. Not offered 1988–89.

S. Bem.]

[690 German Feminist Criticism and Theory (also German Studies 690)] 4 credits. Open to qualified undergraduates with permission of instructor. Reading knowledge of German recommended but not required. Not offered 1988–89.

C. A. Martin.

This course is designed to explore developments in feminist literary theory with particular attention to the field of German literature. We will consider competing critical strategies and their political implications by working through different readings of specific literary texts and by raising question about the implications for feminism of competing critical strategies in the general field of literary theory; the relations between feminism and established critical schools; the tension in feminist *Germanistik* between critical attention to the "male canon" and the construction of a female literary tradition; the impact on West and East German feminism(s) of their translations of French and American work; the impact and treatment of the Nazi period; the effects of the East-West divide on development in both Germanies; the impact on feminist literature and criticism of Third World women in Germany; and approaches in West and East Germany to imperialism and racism.]

692 Hispanic Feminisms (also Romance Studies 690) Spring. 4 credits. Taught in Spanish.

R 2:30–4:25. D. Castillo.

This seminar is designed to explore the interrelationship of feminist literary theory and the narrative production of the Hispanic world. In this inquiry we will be developing feminist critical methodologies (based on readings of essays by thinkers such as Barthes, Castellanos, Derrida, Freud, and Glantz) and defining strategies or possibilities for feminist criticism(s). Finally, we will study the ways in which feminist analyses of literature alter our readings of texts by men (Isaacs, Cortazar, Onetti, Garcia Lorca) as well as by women (Pardo Bazan, Tusquets, Valenzuela, Garro), and how they change our conception of criticism and the task of the critic.

[772 Advanced Topics on International Development and Women (also City and Regional Planning 772)] 4 credits. Not offered 1988–89; next offered 1989–90.

L. Beneria.

A seminar to explore theoretical and empirical issues of interest to master's and Ph.D. degree students working on topics related to gender and international development. The focus will be on a few narrow topics—such as the effect of the foreign debt crisis on women, the formal sector in women's work, and gender aspects in demographic change—to be explored in depth in preparation for research and thesis writing. Students will be encouraged to explore and exchange ideas as well as to provide mutual support and criticism.]

[778 Women in International Development: Domestic and Foreign Issues (also City and Regional Planning 778 and Rural Sociology 497)] 1 credit. Not offered 1988–89.

L. Beneria.

This lecture series will explore different topics dealing with women in the context of international development. It will focus on industrialized as well as less-industrialized countries—with the purpose of exploring commonalities and differences amongst them and tracing the links between domestic and global issues. The lectures will be given by invited speakers known for their work on these topics. Readings recommended by each speaker will be available for each lecture. Students will be asked to write an evaluation at the end of the course.]

IV. Related Courses and Seminars

305 Emotion, Cognition, and Culture (also Anthropology 305) Fall. 4 credits.

T R 2:55–4:10. B. J. Isbell.

This course introduces students to the current anthropological perspective on the following topics: (1) cultural shaping of emotion, (2) acquisition and production of gender and sexuality, and (3) cognition and classification in cross-cultural context. It is appropriate for students majoring in anthropology, psychology, cognitive studies, and human development and family studies.

[329 Race, Gender, and Politics (also Government 329)] 4 credits. Open to sophomores and juniors. Limited to 5 students. Not offered 1988–89.

M. Katzenstein.]

[357 American Families in Historical Perspective (also Sociology 359 and Human Development and Family Studies 359)] 3 credits. Prerequisite: Human Development and Family Studies 150 or one 200-level social science or history course. Students in endowed units must register for Women's Studies 357 or Sociology 359. Not offered 1988–89.

J. Brumberg.

An introduction to, and overview of, problems and issues in the historical literature on American families and the family life cycle. Reading and lectures will demonstrate the pattern of American family experience in past time, focusing on class, ethnicity, sex, and region as important variables. Analysis of the private world of the family in past time will deal with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life, and life events. Students will be required to do a major research paper on the history of their family, covering at least two generations and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.]

[463 The Repressed Feminine in the Writings of Marx (also Government 466)] 4 credits. Not offered 1988–89.

S. Buck-Morss.]

[671 Readings in Contemporary Social Theory (also Government 670)] 4 credits. Not offered 1988–89.

S. Buck-Morss.

Issues raised by neo-Marxism, critical theory, post structuralism, and feminism.]

[759 Virginia Woolf (also English 759)] 5 credits. Prerequisite: permission of instructor. Not offered 1988–89.

S. Siegel.]

Related Courses in Other Departments

Gender Issues in Planning and Architecture (City and Regional Planning 415)**Time as a Human Resource (Consumer Economics and Housing 411)****German Women Writers of the Fin de Siècle (German Studies 754)****The Family in Modern Society (Human Development and Family Studies 150)****The Family in Cross-cultural Perspective (Human Development and Family Studies 354)****Theories of Adult Interpersonal Relationships (Human Development and Family Studies 358)****Families and Social Policy (Human Development and Family Studies 456)****Contemporary Family Theory and Research (Human Development and Family Studies 650)**

Women at Work (Industrial and Labor Relations 366)

Literary History through Feminist (and other) Theories: The Case of the British Eighteenth Century (Society for the Humanities 420)

Fantasies of Power: Gender, Class, and Print Culture in Seventeenth-Century England (Society for the Humanities 423)

Dress: A Reflection of American Women's Roles (Textiles and Apparel 245)

Writing Program

See "John S. Knight Writing Program," p. 19.

Faculty Roster

- Abolafia, Mitchell Y., Ph.D., SUNY at Stony Brook. Asst. Prof., Organizational Behavior/Sociology
- Abrams, Meyer H., Ph.D., Harvard U. Class of 1916 Professor of English Emeritus, English
- Abruña, Hector D., Ph.D., U. of North Carolina at Chapel Hill. Asst. Prof., Chemistry
- Adams, Anne, Ph.D., U. of Michigan. Asst. Prof., Africana Studies and Research Center
- Adams, Barry B., Ph.D., U. of North Carolina. Prof., English
- Ahl, Frederick M., Ph.D., U. of Texas at Austin. Prof., Classics
- Albrecht, Andreas C., Ph.D., U. of Washington. Prof., Chemistry
- Allmendinger, Richard W., Ph.D., Stanford U. Asst. Prof., Geological Sciences
- Ambegaokar, Vinay, Ph.D., Carnegie Inst. of Technology. Prof., Physics/LASSP*
- Ammons, Archie R., B.S., Wake Forest Coll. Goldwin Smith Professor of Poetry, English
- Anderson, Benedict R., Ph.D., Cornell U. Prof., Government
- Appiah, Anthony, Ph.D., Cambridge U. (England). Assoc. Prof., Philosophy/Africana Studies and Research Center
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- Arroyo, Ciriaco M., Ph.D., U. of Munich (Germany). Emerson Hinchliff Professor of Spanish Literature, Romance Studies/Comparative Literature
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- Ashcroft, Neil W., Ph.D., Cambridge U. (England). Prof., Physics/LASSP*
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- Babby, Leonard H., Ph.D., Harvard U. Prof., Modern Languages and Linguistics/Near Eastern Studies
- Bacharach, Samuel B., Ph.D., U. of Wisconsin. Assoc. Prof., Industrial and Labor Relations/Sociology
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- Barazangi, Muawia, Ph.D. Columbia U. Prof., Geological Sciences
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- Bem, Sandra L., Ph.D., U. of Michigan. Prof., Psychology/Women's Studies
- Beneria, Lourdes, Ph.D., Columbia U. Prof. City and Regional Planning/Women's Studies
- Béreaud, Jacques, Doctorat d'Univ., U. of Lille (France). Prof., Romance Studies
- Berger, Anne, Ph.D., Paris VII (France). Asst. Prof., Romance Studies
- Berkelman, Karl, Ph.D., Cornell U. Prof., Physics/LNS‡
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- Bernstock, Judith, Ph.D., Columbia U. Asst. Prof., History of Art
- Berstein, Israel, Candidate in Physico-Mathematical Sciences, Roumanian Academy. Prof., Mathematics
- Bethe, Hans, Ph.D., U. of Munich (Germany). John Wendell Anderson Prof. of Physics Emeritus, Physics
- Bilardi, Gianfranco, Ph.D., U. of Illinois. Asst. Prof., Computer Science
- Billera, Louis J., Ph.D., City U. of New York. Prof., Mathematics/Operations Research and Industrial Engineering
- Bilson, Malcolm, D.M.A., U. of Illinois. Prof., Music
- Bird, John M., Ph.D., Rennselaer Polytechnic Inst. Prof., Geological Sciences
- Birman, Kenneth P., Ph.D., U. of California. Asst. Prof., Computer Science
- Bishop, Jonathan P., Ph.D., Harvard U. Prof., English
- Bittman, Dina, Ph.D., U. of Wisconsin at Madison. Asst. Prof., Computer Science
- Blackall, Eric A., Litt.D., Cambridge U. (England). Jacob Gould Schurman Professor of German Literature Emeritus, German Literature
- Blackall, Jean F., Ph.D., Harvard U. Prof., English
- Bloom, Arthur L., Ph.D., Yale U. Prof., Geological Sciences
- Blumin, Stuart M., Ph.D., U. of Pennsylvania. Prof., History
- Bogel, Fredric V., Ph.D., Yale U. Prof., English
- Bowers, John S., Ph.D., Massachusetts Inst. of Technology. Prof., Modern Languages and Linguistics
- Boyd, Richard N., Ph.D., Massachusetts Inst. of Technology. Prof., Philosophy
- Bramble, James H., Ph.D., U. of Maryland. Prof., Mathematics
- Brann, Ross, Ph.D., New York U. Asst. Prof., Hebrew and Arabic Literatures (Near Eastern Studies)
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- Breiger, Ronald L., Ph.D., Harvard U. Prof., Sociology
- Briggs, Herbert W., Ph.D., Johns Hopkins U. Goldwin Smith Professor of International Law Emeritus, Government
- Bronfenbrenner, Urie, Ph.D., U. of Michigan. Jacob Gould Schurman Professor Emeritus, Human Ecology/Psychology
- Brown, Kenneth S., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Brown, Larry D., Ph.D., Cornell U. Assoc. Prof., Geological Sciences
- Brown, Laura, Ph.D., U. of California at Berkeley. Assoc. Prof., English
- Brown, Lawrence D., Ph.D., Cornell U. Prof., Mathematics
- Brown, Stuart M., Jr., Ph.D., Cornell U. Prof. Emeritus, Philosophy/Science, Technology, and Society
- Brown, Theodore M., Ph.D., U. of Utrecht (Netherlands). Prof. Emeritus, History of Art
- Browne, E. Wayles III, Ph.D., U. of Zagreb (Yugoslavia). Assoc. Prof., Modern Languages and Linguistics
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- Buck-Morss, Susan F., Ph.D., Georgetown U. Assoc. Prof., Government
- Burdett, Kenneth, Ph.D., Northwestern U. Assoc. Prof., Economics
- Burlitch, James M., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Chemistry
- Burns, Joseph A., Ph.D., Cornell U. Prof., Astronomy/CRSR
- Caldwell, Steven B., Ph.D., Cornell U. Assoc. Prof., Sociology
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- Ginsberg, Benjamin, Ph.D., U. of Chicago. Prof., Government
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- Hsu, John T. H., D. Music, New England Conservatory of Music. Old Dominion Foundation Professor of Humanities and Music, Music
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- Hubbard, John H., Doctorat d'Etat U. de Paris (France). Prof., Mathematics
- Hull, Isabel V., Ph.D., Yale U. Assoc. Prof., History
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- Hwang, Jiunn, Ph.D., Purdue U. Assoc. Prof., Mathematics
- Ingram, Beth F., U. of Minnesota. Instructor, Economics
- Irwin, Terance H., Ph.D., Princeton U. Prof., Philosophy
- Isacks, Bryan L., Ph.D., Columbia U. William and Katherine Snee Professor of Geological Sciences, Geological Sciences
- Isard, Walter, Ph.D., Harvard U. Prof., Economics
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- Jeyifo, Biodun, Ph.D., New York U. Prof., English
- John, James J., Ph.D., U. of Notre Dame. Professor of Paleogeography and Medieval History, History

- Johnston, Robert E., Ph.D., Rockefeller U. Prof., Psychology
- Jordan, Teresa E., Ph.D., Stanford U. Asst. Prof., Geological Sciences
- Kahin, George McT., Ph.D., Johns Hopkins U. Aaron L. Binenkorb Professor of International Studies Emeritus, Government
- Kahl, Joseph A., Ph.D., Harvard U. Prof. Emeritus, Sociology
- Kahn, Alfred E., Ph.D., Yale U. Robert Julius Thorne Professor of Political Economy, Economics
- Kahn, H. Peter, M.A., New York U. Prof. Emeritus, History of Art
- Kahn, Peter J., Ph.D., Princeton U. Prof., Mathematics
- Kammen, Michael G., Ph.D., Harvard U. Newton C. Farr Professor of American History and Culture, History
- Kaplan, Steven L., Ph.D., Yale U. Prof., History
- Karig, Daniel E., Ph.D., U. of California at San Diego. Prof., Geological Sciences
- Karplus, Kevin, Ph.D., Stanford U. Asst. Prof., Computer Science/Electrical Engineering
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- Kawai, Hikaru, Ph.D., U. of Tokyo. Asst. Prof., Physics/LNS
- Kay, Robert W., Ph.D., Columbia U. Prof., Geological Sciences
- Keil, Frank C., Ph.D., U. of Pennsylvania. Prof., Psychology
- Kelley, E. Wood, Ph.D., Indiana U. Prof., Government
- Kennedy, William J., Ph.D., Yale U. Prof., Comparative Literature
- Kenworthy, Eldon G., Ph.D., Yale U. Assoc. Prof., Government
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